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ABSTRACT

This report is intended to stimulate initiatives on the part of governmental, professional, and consumer organizations and institutions that prepare educational interpreters who work with deaf students. Following an introductory chapter on the development of educational interpreting for deaf students, other chapters discuss: (1) job titles and descriptions; (2) roles and responsibilities of educational interpreters and special ethical considerations involved in interpreting; (3) process of hiring an educational interpreter; (4) working conditions for educational interpreters; (5) preparation of educational interpreters, with a suggested curriculum; (6) certification; and (7) training students, parents, teachers, administrators, and elected officials on making effective use of educational interpreting services. Appendixes list 23 selected materials for consumer education; offer a sample job description; list interpreter preparation programs in the United States and Canada; list interpreter service organizations; and outline attitudes, knowledge, and skills conducive to success as an educational interpreter. (JDD)

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EDUCATIONAL INTERPRETING FOR DEAF STUDENTS

Report of the National Task Force on Educational Interpreting

Sponsoring Organizations

American Society for Deaf Children
Alexander Graham Bell Association for the Deaf
Conference of Educational Administrators Serving the Deaf
Conference of Interpreter Trainers
Convention of American Instructors of the Deaf
National Association of the Deaf
Registry of Interpreters for the Deaf

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- 1989 -

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND
REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

October, 1990

DEAR READER:

The attached report, Educational Interpreting for Deaf Students, represents the work of dedicated individuals across the United States. Recognizing a need, the National Technical Institute for the Deaf and the National Task Force on Educational Interpreting prepared a comprehensive document that provides valuable guidance to educators at all levels. I congratulate NTID and the members of the Task Force on a job well-done.

Our efforts to improve the hiring, certification, and training of educational interpreters for students who are deaf are just beginning. I encourage school administrators, teachers, interpreters, and others in local school districts to review the report and carefully consider its recommendations in developing quality educational interpreting for students who are deaf.

Sincerely,

Robert R. Davila

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-2525

PREFACE

This report reflects four years of activity by the National Task Force on Educational Interpreting. During this time, members of the Task Force have received hundreds of inquiries from individuals and groups throughout the country asking for assistance and materials pertaining to educational interpreting for deaf students. Many have also requested the Task Force report. To these people we say thank you for your patience.

In 1985, the editors of this report organized a meeting in Washington of representatives of several national professional, parent, and consumer organizations concerned about the quality and availability of interpreting services for deaf students in regular classes and schools. The Task Force emerged out of that meeting.

The full Task Force met in 1986 to discuss questions and issues concerning interpreting for deaf students across a variety of mainstream educational settings and at all educational levels. This was followed in 1987 by a meeting of the Task Force Steering Committee and in 1988 by a second meeting of the full Task Force. The U.S. Department of Education underwrote most of the travel costs associated with these three meetings with funds administered by the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology; and the Department of Special Education and Rehabilitation of the University of Tennessee.

Simultaneously, a clearinghouse was established at NTID to assist the Task Force in gathering and distributing materials pertaining to educational interpreting. Some of these materials are referenced in the appendices of this report.

In addition, representatives of the Task Force have presented background information and testimony to the Commission on Education of the Deaf[1], and have participated in numerous regional and statewide conferences and committees concerned with interpreting services for deaf students. Also, drawing on this report, the Task Force Steering Committee has proposed a strategy for instituting certification standards and processes for educational interpreters (Appendix F).

This report is intended to stimulate initiatives, beyond the Task Force, on the part of governmental, professional, and consumer organizations, and institutions that prepare the interpreters who work in schools. We hope particularly that this report will be a useful resource for the schools and school districts directly responsible for the education of their students who are deaf.

National Task Force on Educational Interpreting[2]

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[1] Toward Equality: Education of the Deaf. A report to the President and the Congress of the United States. Commission on Education of the Deaf. Washington, D.C.: U.S. Government Printing Office, February, 1988.

[2] See Appendix G for Task Force members.

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I. INTRODUCTION

Development of Educational Interpreting

Interpreting for deaf students in our nation's schools is a relatively recent development, extending back only about 25 years. It is both a product of, and an enabling factor in, the mainstreaming movement for deaf students that began nationally at the postsecondary level in the 1960s and gained added impetus through Section 504 of the Vocational Rehabilitation Act of 1973. This mainstreaming movement was extended in 1974 to include the education of deaf students at the elementary and secondary levels with the passage of the Education for All Handicapped Children Act (Public Law 94-142).

The origins of interpreting in some way or another for deaf people probably date back in antiquity to the earliest uses of gestures and signs to communicate with deaf persons. Until recently, almost all interpreting was done by volunteers--usually close relatives, teachers and administrators of schools for the deaf, or members of the clergy with deaf congregations--who were skilled in communicating directly with deaf persons.

In the early 1960s, interpreting began to organize itself as a discipline. The Registry of Interpreters for the Deaf (RID) was formed as a national organization, interpreter preparation programs were established, and certification standards and procedures were developed for "sign" interpreters. (Certification standards and procedures for oral interpreting were developed in 1979.)

These events were encouraged and supported by the Rehabilitation Services Administration, a federal agency devoted primarily to services for handicapped adults. Educational agencies and organizations played a negligible role in these developments, since the applications of interpreting to education were generally unrecognized at the time. Interpreting services for deaf adults became widely and freely available; interpreting services for deaf children and older students still in school did not.

With the emergence of the educational mainstreaming movement, first at the postsecondary level, and then at the elementary and secondary levels, the need became evident for interpreting services on behalf of deaf students, together with their teachers and hearing classmates, in educational settings of all kinds and at all levels throughout the country.

Fortunately, general standards for interpreting had already been established through RID when the postsecondary educational movement gained momentum in the late 1960s and throughout the 1970s. Also, a number of interpreter preparation programs were in place to help meet this new demand for interpreters. However, several problems soon became evident.

- Postsecondary institutions and local educational agencies did not have policies and guidelines pertaining to the roles and responsibilities of interpreters in education, and none were available nationally on which to draw. Basing their position on RID standards, many interpreters were reluctant to assume duties beyond actual interpreting. Many educators, on the other hand, looked on interpreters as teachers' aides.

- Interpreting credentials alone did not give interpreters the status, remuneration, or working conditions accorded their professional colleagues.

- The RID Code of Ethics, which implicitly focused on the relationship between interpreter and deaf adult client, did not have the same relevance to interpreting for deaf children in the educational setting.

- Interpreters working with younger children had little or no special preparation or experience in interpreting for deaf children or special knowledge of child development or pedagogy.

- When school policy or a student's individual education plan (IEP) called for use of a particular sign system (of which there are several), the interpreter might not be qualified in the use of that particular system.

- Interpreting at the postsecondary level often called for a knowledge of content areas in which interpreters had no background and concepts for which there were no signs.

- Few interpreter preparation programs prepared students to work specifically in educational settings despite the fact that more than 50 percent of their graduates in recent years have found employment in education.

All these problems remain today, though some have been alleviated. The Task Force hopes that this report and other collaborative efforts will help educational interpreting become an increasingly valuable service in the education of mainstreamed deaf students and an increasingly satisfying and rewarding career for those who provide the service.

Number of Interpreters in Education Today

Few current statistics are available nationally on the number of deaf students who receive elementary and secondary levels of interpreting services in some or all of their classes, or on the number of interpreters providing these services. More information is available at the postsecondary level.

Gustason[1] surveyed 40 "general purpose" interpreter preparation programs nationally in 1983. These programs reported that approximately 37 percent of their graduates became employed as interpreters in public elementary and secondary schools alone (exclusive of postsecondary settings and all other adult interpreting settings and roles).

Based on these findings, it is evident that more than 50 percent of the graduates of interpreter preparation programs nationally become employed as interpreters in educational settings at the elementary/postsecondary levels.

In preparation for the 1988 edition of a college guide for deaf students[2], 154 postsecondary programs for the deaf in the United States, with a total population of 7,490 full and part-time deaf students (6,133 and 1,357 respectively), reported that they used the services of 1,614 interpreters (584 as members of their staffs and 1,030 on a "free lance" basis). Based on the estimate that the number of postsecondary deaf students reported by these 154 programs reflects approximately three-fourths of the total deaf students enrolled across all postsecondary institutions, a conservative estimate of the number of interpreters working full and part-time with deaf students in *postsecondary* educational settings is 2,000.

In the 1985-86 school year, 12,419 hearing-impaired[3] students were reported to be in regular classes, 13,969 in a combination of regular classes and resource rooms, and 22,978 in separate classes within regular elementary/secondary schools throughout the United States.[4] Excluding those in special classes (unlikely to have interpreting services for classroom instruction), up to 26,000 students might be possible candidates for interpreting services. Speculating that 40 percent of these students actually receive interpreting services for some or all of their classes, we arrive at an estimate of approximately 10,000 elementary/secondary level students nationally receiving interpreting services. Using the same interpreter/student ratio at these levels as at the postsecondary level (1:4.6) yields a conservative estimate of 2,200 interpreters working full or part time with students in *elementary/secondary* educational settings.

The number of interpreters working with deaf students at all educational levels certainly exceeds 4,000 and may be considerably greater than this estimate. We know also that the demand for educational interpreting services currently exceeds the supply.

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[1] Gustason, G. (1985). Interpreters entering public school employment. American Annals of the Deaf, 4, 255-256.

[2] Information provided by G. Walter based on secondary analysis of data submitted by postsecondary programs for Rawlings, B., Karchmer, M., & DeCaro, J. (Eds.). (1988). College Career Programs for the Deaf. Washington, D.C.: Gallaudet University and Rochester, N.Y.: National Technical Institute for the Deaf, a college of Rochester Institute of Technology.

[3] Inclusive of both deaf and hard-of-hearing students. An audiometric distinction between the two is often made at 70 dB in the speech range.

[4] Office for Special Education and Rehabilitative Services. (1988). Tenth Annual Report to Congress on Implementation of Education of the Handicapped Act. U.S. Dept. of Education.

About This Report

Chapters II through V address many of the practical interests and needs of educational institutions and school districts with deaf students that use the services of educational interpreters. They are intended also to be a resource for educational interpreters themselves, representing what the Task Force considers to be fair practices at this point in the development of educational interpreting as a discipline and as a career.

At the same time, it must be noted that local circumstances may necessitate some departures from the recommendations presented in these four chapters. In addition, it should be understood that federal, state, and local laws take precedence over other considerations as long as these laws remain in effect. This report does not review the various federal and state laws and their interpretations that have a bearing on educational interpreting and other services for deaf students.

Chapter II discusses job titles and descriptions. A sample job description is presented in Appendix B.

Chapter III concerns the roles and responsibilities of educational interpreters, including both interpreting and non-interpreting duties. This chapter also discusses some special ethical considerations involved in interpreting in the educational environment.

Chapter IV focuses on hiring an educational interpreter. It restates the importance of a job description, and touches on job announcements and recruitment. (Possible recruitment sources are referenced in Appendix C). Candidates' job applications are discussed relative to practical considerations concerning general educational background, training, certification, experience, and special skills.

Chapter V concerns working conditions for educational interpreters and deals with five areas of importance to both school administrators related to attracting and retaining well-qualified educational interpreters, and advancing the careers of educational interpreters.

Chapters VI through VIII describe the ongoing development of educational interpreting as a discipline with ties to both interpreting and education. These chapters implicitly suggest that much remains to be done.

Chapter VI is concerned with the preparation of the educational interpreter, outlining a suggested curriculum with flexibility to accommodate various areas of specialization. Appendix E lists some educational objectives and outcomes of this preparation, organized around attitudes, knowledge, and skills.

Chapter VII focuses on certification of the educational interpreter, including the certification of knowledge and of performance, and suggests provisions for several special "endorsement" areas representing competence in one or more particular communication modes. Appendix F includes specific recommendations that could lead to certification initiatives by the two major national bodies that currently certify interpreters and teachers of the deaf.

Chapter VIII discusses consumer education, with consumers categorized as students (deaf students and their hearing schoolmates), parents and guardians, teachers and other staff, and administrators and elected officials. (Appendix A lists selected materials for consumer education.)

The focus of this report is on the educational interpreter and the support services he or she can provide on behalf of the deaf student. It does not attempt to identify those deaf students most likely to profit from use of the interpreter or the mode(s) of classroom communication recommended on a student-by-student basis, including those who are multihandicapped. It does not offer strategies to the teacher and interpreter to assure that the deaf student has the opportunity to participate fully in the class. Nor does it include suggestions to the deaf student (and his or her hearing peers) on how to make best use of the interpreter.

Other interpreter-related topics pertaining to students (and their parents), teachers, and others of influence in the educational environment remain unaddressed also. Considerations of consumer education are largely untouched in this report, although alluded to in its final chapter.

We wish we could refer the reader to a single broad source of information on these subjects but, unfortunately, no comprehensive book on the subject yet exists. We are confident this will change as educational interpreting continues to mature as a discipline.

II. JOB TITLE AND DESCRIPTION

Job Title

Persons who interpret in educational settings have no standard job title. However, the most common title given to those who work with deaf students in the school setting, at least through the high school level, is "educational interpreter." This is a relatively generic term, and is suitable as a general title for persons able to perform conventional interpreting tasks, together with special skills for working in the educational setting.

Apart from identifying oneself and being recognized by others as an educational interpreter, often there is merit in having a specific job title tied closely to actual job responsibilities. Some of those job titles used with varying frequency are indicated here. However, the fact of their usage should not suggest that all are equally appropriate.

- Educational Interpreter
- Interpreter for Deaf Students
- Staff Interpreter
- Classroom Interpreter
- Elementary Level Interpreter
- Total Communication Interpreter
- Interpreter/Notetaker for Hearing-Impaired Students
- Support Service Specialist/Interpreter
- Coordinator of Interpreting Services to Deaf Students
- Interpreter/Tutor
- Oral Interpreter
- Senior Educational Interpreter
- Cued Speech Interpreter
- Secondary Level Interpreter
- Communication Facilitator

Job titles obviously vary. Large programs for deaf students may have sizable interpreting staffs, leading to distinctions such as "Coordinator of Interpreting" or "Lead Interpreter," "Beginning" or "Senior" Interpreter. Additionally, the number and kind of responsibilities of educational interpreters are likely to vary according to the educational level of the students with whom they are working, and these differences may be reflected in their titles.

The expressions "the deaf" or "the hearing impaired" should be avoided in the title. If "deaf" or "hearing impaired" is used in the title, it is suggested that "deaf (or hearing-impaired) *students*" be used.

Also, a clear distinction should be made between interpreters and aides. Although interpreters, like aides, do have supporting roles in the educational setting, the use of the term "aide" should be avoided in job titles of the interpreter. Interpreters occasionally may perform duties similar to those of aides, but it should be remembered that their primary responsibilities are interpreting. There is an inherent risk that the use of the term "aide" will lead the teacher or other school personnel to assign the interpreter aide-related tasks at the expense of neglecting the communication needs of the deaf student.

Furthermore, as a matter of administrative convenience, an already existing job title such as "teacher's aide" will sometimes be given to the educational interpreter, who may be locked into title, wage and benefits, role expectations, etc., designed for persons with different kinds of responsibilities.

The specific job titles of educational interpreters should reflect their job descriptions and primary responsibilities, and should be selected with care.

Job Description

It is important for all parties that job descriptions be prepared for each educational interpreter hired. This is of major importance to both the interpreter and the employing school or school system.

If an educational interpreter accepts a position for which no job description has been prepared, or for which the description is vague, the job situation is likely to be ambiguous both for the interpreter and for those who use his or her services. Under these conditions, the interpreter is apt to fall back on more conventional interpreting roles similar to those used in community interpreting with deaf adults. Problems stemming from this ambiguity may often be avoided with a thoroughly developed job description tailored to specific responsibilities in the educational setting.

The job description should be developed by local school administrators to meet local needs and specifications. For those who have little or no prior experience in hiring and supervising educational interpreters, professional assistance is available through a variety of sources, this publication being one.

The job description should be shared with applicants for the educational interpreting position, and with others who will be working with the person selected, as part of the hiring process. This will help clarify expectations and responsibilities for various persons, including the prospective employee, his or her supervisor, and teaching associates. (See also "Hiring.")

The activities, and consequently the job descriptions, of educational interpreters vary considerably across working environments, and particularly with the educational level or levels at which the interpreter is employed, e.g., preschool, elementary school, high school, college. Additionally, special situations may require non-classroom interpreting services, such as field trips, school assemblies, and counseling.

Each job description should indicate the position's title and major duties. (Many of these will be discussed as roles and responsibilities in the next chapter.) The job description also should include qualifications and skills required for the position. (See Appendix B for sample job description.)

Information about the salary or wage range, benefits, working conditions, supervisory arrangements, and provisions for professional development may or may not be part of the job description. This information, however, should be shared in writing with prospective candidates for the position. (See "Job Announcement and Recruitment.")

Because the term "educational interpreter" is quite broad, the job description should make specific reference to the language mode(s), e.g., oral, sign, cued speech, to be practiced in the school setting. In addition, if a specific sign system, e.g., American Sign Language (ASL) or a form of manually coded English, is encouraged or required, it should be named and a clear definition be given. (See "Interpreting Responsibilities.")

Since educational interpreters are in demand, particularly in communities with low population densities, interpreters who meet all the qualifications being sought may not be available. In developing the job description, care should be taken not to place requirements beyond the reach of possible candidates. By the same token, requirements should not be so diluted that one is confronted with the question of whether a marginally qualified interpreter in the classroom is better than no interpreter at all.

It should be stated at this point that the ability to sign *per se* does not qualify one to be an interpreter. Often local school districts or educational institutions, in spite of considerable effort and offering a competitive salary together with other attractive working conditions, are simply unable to hire a suitably qualified interpreter and must settle for an interpreter who is only marginally qualified. When this occurs, a professional development plan should be put in place to encourage and assist the interpreter to acquire the skills needed to meet the expectations of the job. Needless to say, this will require time and school resources.

III. ROLES AND RESPONSIBILITIES

Roles

The fundamental role of the interpreter, regardless of specialty or place of employment, is to facilitate communication between deaf persons and others. Educational interpreters facilitate communication between deaf students and others, including teachers, other service providers, and peers, within an educational environment, usually a mainstream or quasi-mainstream setting. The educational interpreter is a member of the educational team, and is relied on by the teacher, the deaf student, and hearing peers, to relay information accurately and intelligibly both to and from the deaf student and others as needed.

The usefulness of an interpreter presupposes that the deaf student has at least the foundation of a language system, be it English or a form of sign language. Unfortunately this is not always the case, particularly among young school-age children. Likewise the usefulness of an interpreter presupposes that he or she is qualified to interpret in a form used by the child. If a continuing situation occurs in which the deaf student is unable to profit from interpreting services, the presence of an educational interpreter may be a poor use of resources and the child's placement or the interpreter assignment should be re-examined. With young children it is common to use teachers' aides rather than educational interpreters in support roles.

At least one national professional organization recommends that where possible, deaf children interact directly with their teachers in the early grades when major attention is given to language acquisition. Consensus among educators of the deaf in support of educational interpreting increases as the deaf child progresses into the upper elementary level and beyond.

While interpreting is the educational interpreter's primary role, and the first order of priority, it may not be his or her only role. With appropriate training and skills, the role of the educational interpreter may extend into non-interpreting areas. These will be discussed under "Responsibilities."

The relative proportion of time spent by the educational interpreter in interpreting and non-interpreting roles can be influenced by a number of factors. Among these are local circumstances such as number of deaf students being served in the school district and their distribution across grade levels and school buildings. Another involves the qualifications and availability of the interpreting staff and other personnel. Obviously, the educational interpreter's background and skills should be considered in the assignment of non-interpreting tasks.

Also, if an educational interpreter is employed full time by the school district or institution, he or she is more likely to have non-interpreting duties than if employed on a part-time or hourly basis. This is due in part to the fact that interpreters cannot be expected to interpret continuously and without relief throughout a full school day, particularly in lecture-type classes where there is little or no respite. This will be discussed further under the topic of "Working Conditions."

Additionally, in situations where the educational interpreter works with the same teacher and class throughout the day, the educational interpreter is likely to have more non-interpreting duties than if he or she moves from class to class. The educational interpreter is most likely to have expanded roles that include non-interpreting duties at the primary and elementary levels.

It is stressed that the educational interpreter's primary role and first priority is as an interpreter. While engaged in interpreting, he or she should not be asked to interrupt this activity in order to perform some other task. Similarly, when the need arises for both interpreting and some other task, interpreting should take priority.

This does not imply that the educational interpreter, when not actually interpreting, should avoid other tasks because of the need to remain "on call" for interpreting. Judgment is required in each situation. (See also "Responsibilities and Ethical Considerations.")

Attention should be brought here to what is considered to be an inappropriate non-interpreting role for the educational interpreter. The role of the educational interpreter should *not* include classroom management, i.e., formal instruction or classroom supervision. Very few educational interpreters are also trained and certified teachers, and even if they are, may be qualified to teach only at particular grade levels and in particular content areas. If the

educational interpreter's duties include tutoring, it should be under the teacher's supervision.

A quality education for deaf students who spend all or part of their school day in a mainstream educational environment depends on *services* and *people* with varied roles. An understanding of the overlapping and distinguishing roles of teacher, student, educational interpreter, parents, and others involved in the deaf student's education should be understood by all these persons.

Responsibilities

An educational interpreter's responsibilities are likely to vary considerably from one work setting to another. Several factors that may lead to different responsibilities are mentioned under "Roles."

One major factor has to do with the kinds and levels of training and experience the educational interpreter brings to the task. Obviously, the educational interpreter should not be assigned responsibilities for which he or she is not qualified. By the same token, the broadly qualified educational interpreter most likely can carry out numerous responsibilities in addition to interpreting. Sign language instruction is a good example. Salary, benefits, and other working conditions should be commensurate with these responsibilities.

Written guidelines and inservice training are one way to ensure that the educational interpreter's roles and responsibilities are understood by teachers and others who make up the educational team, by the students who will be using the service, by their parents, and of course by the educational interpreter.

It is also important that a member of the educational administration staff supervise the activities of the educational interpreter. While in most instances the supervisor is unlikely to have interpreting skills, he or she should have a general knowledge of interpreting requirements. The selection of an individual depends on conditions in the local system, but in general, neither an outside agency/consultant nor a teacher in whose class the educational interpreter works is recommended as the interpreter's supervisor.

Interpreting Responsibilities

The local educational authority is responsible for prescribing the mode(s) of communication to be used with deaf students. Those mode(s) should be indicated in the interpreter's job description. It follows that it is *not* the interpreter's responsibility to select the mode(s) of communication to be used in class. (See also "Responsibilities and Ethical Considerations.")

As an important language model for the deaf student, the educational interpreter should be skilled in the mode(s) of communication that is/are indicated in the job description and prescribed for classroom use with the student.

Based on his or her training and experience, the educational interpreter should also be able to determine whether, and to what extent, the student understands the mode(s) of communication being used. If the student has difficulty with instructional content due to not understanding the mode(s) of communication in use, the educational interpreter should inform the appropriate member of the educational team.

"In class" interpreting The instructional content of "in class" interpreting varies by class and level. Interpreting responsibilities at the elementary level most likely include a broad range of subject areas, such as mathematics, social studies, and the language arts, but the depth of knowledge needed by the educational interpreter in each subject area is not likely to require special technical background.

The instructional content at the secondary level takes on more depth, and may necessitate the educational interpreter's having more technical knowledge of a particular content area. For interpreting at the postsecondary level, it is important that the educational interpreter have an academic background and/or technical knowledge in one or more college-level disciplines.

In short, the depth of subject knowledge needed to interpret a third grade class in arithmetic is quite unlike that needed to interpret a course in calculus or law. It is essential that the educational interpreter have sufficient knowledge of the content to be able to interpret its concepts and vocabulary accurately and meaningfully. This is likely also to call for preparation time, e.g., to meet with the instructor, read lecture outlines, skim required readings in textbooks, and preview uncaptioned instructional videotapes.

"Out of class" interpreting The educational interpreter's responsibilities probably will include interpreting coverage of "out of class" or extracurricular activities. These should be distinguished from other duties such as lunchroom or playground supervision and duties as a bus attendant.

Out-of-class activities are those in which the educational interpreter is present primarily to interpret for the deaf student and others outside the classroom. Such activities might include field trips, club meetings, assemblies, counseling sessions, course registrations, athletic competitions, and other school-related activities. In some school programs, interpreters may be asked to interpret for deaf parents, deaf teachers, and other deaf employees.

Out-of-class interpreting assignments requiring hours beyond the regular working hours should be compensated in some form per local policy, e.g., stipend, compensation time off, or overtime. Volunteer activities are at the discretion of the educational interpreter.

Non-Interpreting Responsibilities

Educational interpreters should not be asked to assume responsibility for duties for which they do not have the needed training and/or background knowledge. In these cases, time may need to be set aside by the interpreter and other appropriate staff for "on-the-job" training and/or support for the interpreter to take workshops and other formal training elsewhere.

Tutoring Programs that offer special tutoring services to their deaf students frequently use educational interpreters to provide this service. However, as of 1989, very few interpreters had received special training for tutoring.

If tutoring is part of an educational interpreter's responsibilities, it should be carried out under the direct supervision of the teacher, since the teacher ultimately is responsible for teaching and assessing student progress.

The educational interpreter and the deaf student are more likely to be able to communicate directly with one another than are other members of the educational staff with the same student, and of course this is very important in tutoring.

Communication notwithstanding, the educational interpreter's ability to tutor effectively depends also on the interpreter's level of knowledge about the subject matter being covered. In this respect, at least, tutoring may indeed be easier to do at the elementary level than at the secondary level, and easier at the secondary level than at the postsecondary level where the interpreter may not have indepth knowledge of the course content. For this reason, among others, it is more common to include tutoring among the responsibilities of educational interpreters at the K-12 levels than at the postsecondary level.

General classroom assistance. The presence of a deaf student in the regular class most likely adds to the work of the teacher, particularly at the elementary level where the student can be quite dependent on the teacher for special attention and assistance. At times when their services are not needed for interpreting, educational interpreters may volunteer or be asked by the teacher to assist with some of the more routine classroom duties, particularly when the interpreter is assigned to the same teacher and class for most or all of the school day.

This potentially sensitive area for both teacher and interpreter should be closely monitored by the supervisor. For the protection of both teacher and interpreter, and for the maintenance of a positive classroom climate, there must be a good understanding between both as to the level and kind of general classroom assistance the educational interpreter can provide the teacher and class without interfering with his/her primary responsibility for interpreting. In this context, it is emphasized that the educational interpreter should be prepared to interrupt other classroom activities when interpreting services are needed. (See also "Responsibilities and Ethical Considerations.")

Under no circumstances should the educational interpreter take on the responsibility of the teacher for management of the class.

Sign language instruction. Educational interpreters frequently are asked to assume an instructional role in teaching sign language to groups of students and school staff members. The usual preparation and certification for interpreting does not cover this area of responsibility, and most interpreters, while capable of providing informal instruction for enrichment, are not well prepared to teach formal sign language courses. However, training and several levels of certification in sign language instruction are available through the Sign Instruction Guidance Network (SIGN) of the National Association of the Deaf, and the educational interpreter might be encouraged to

make this a part of his or her professional development plan.[1]

Educational planning. The educational interpreter's responsibilities should include provisions for what might be called "educational planning". This includes time that is set aside for the educational interpreter and teacher to discuss course content, lesson plans, upcoming tests, etc., in order to coordinate educational planning for the deaf student. At the elementary level, where the educational interpreter is likely to be working with the same teacher and class over the year, these meetings should be scheduled on a regular basis, particularly if the interpreter's educational duties include tutoring and/or general classroom assistance.

Educational planning should also include provisions for "preparation time"--time to preview textbooks and other instructional materials, to become oriented to subject content and vocabulary and to selected vocabulary signs, etc.--to enable the interpreter to prepare a better interpretation. (See also "Schedule.")

Reference was made earlier about the need for continuing skill development by the educational interpreter, much of which needs to be on an inservice basis as part of educational planning. This remains essential until more interpreter preparation programs provide the curriculum to prepare interpreters to work as specialists in the educational setting.

Responsibilities and Ethical Considerations

In 1979, the Registry of Interpreters for the Deaf (RID) developed a Code of Ethics, consisting of eight principles and a series of guidelines. This code was developed essentially for general situations involving deaf adults as clients, without reference to interpreting for children or interpreting in educational settings (Frishberg, 1986)[2].

As might be expected, the RID Code of Ethics has more immediate relevance to interpreting for deaf adults than for deaf children, and for students enrolled in postsecondary and continuing education classes than for those enrolled at the elementary or secondary levels. Educational interpreters, therefore, frequently express concerns about the applicability of particular principles of the RID Code to educational situations.

One of these principles stresses the importance of keeping all assignment-related information strictly confidential. This important aspect of the client-interpreter relationship generally applies to the student-interpreter relationship as well. A climate of trust should be maintained between interpreter, teacher, and student. Interpreters should be careful not to damage that trust by critiquing teachers' classroom behaviors to outside parties.

As with many ethical guidelines, exceptions to the confidentiality principle may occur, particularly when the safety and welfare of a child or adolescent are involved. For example, as a member of the educational team, the interpreter should exercise judgment in sharing information that is relevant to a deaf student's educational progress with other members of the team and his or her supervisor. In this regard, educational interpreters must be aware of, and adhere to, policies and procedures established by the district for its employees.

The RID Code also indicates that the interpreter should interpret in the language most readily understood by the person(s) whom he or she is serving. However, in the educational setting, it is the responsibility of school administrators, not interpreters, to determine the language to be used. If it is clear to the educational interpreter that the student is deriving little information from the prescribed form of communication, with consequences for that student's educational development, the interpreter should feel free to discuss this with other members of the educational team and his or her supervisor.

The RID Code of Ethics addresses interpreting assignments only. It does not cover the additional responsibilities that are so common among educational interpreters. Some educational interpreters infer from this that the RID Code discourages interpreters from assuming responsibilities in the school beyond interpreting. It does not.

The prevailing opinion among educational interpreters serving students at all educational levels is that the RID Code of Ethics offers useful guidance. With some adaptations and the insertion of guidelines that more closely reflect needs and circumstances within various educational settings serving deaf students, the Code can provide an appropriate foundation of ethical principles for educational interpreters.

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[1]For more information, write SIGN, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

[2]Frishberg, N. (1986). Interpreting: An Introduction. Silver Spring, Maryland: RID Publications.

IV. HIRING

The United States has more than 80,000 elementary and secondary schools and more than 3,000 two- and four-year colleges. Theoretically, one or more deaf students could be eligible for enrollment in virtually any of these school settings and require the services of an educational interpreter.

Since deafness has a relatively low incidence among children and young adults, most schools will not require the services of an educational interpreter in a given year. Nevertheless, several thousand schools *will* require such services--and this involves staffing.

Most school administrators have little or no firsthand knowledge of an interpreter's duties and limited ability to judge a candidate's interpreting credentials. Many administrators, therefore, may need assistance in developing job specifications, locating prospective applicants, and filling positions.

Describing the Position

The first step is to prepare a job description. The job description was discussed in Chapter II. (For a sample job description, see Appendix B.) However, the value of a well-developed job description for the educational interpreter cannot be overstated and some aspects warrant reiteration within the context of hiring.

Many educational interpreters complain that their positions had no accompanying job descriptions when they were hired. Some indicate that they were asked to write their own job descriptions after they were hired. Some continue to work without descriptions. A thorough job description that is prepared in advance of the hiring and shared with the candidate, and with others who need to understand the educational interpreter's duties, will do much to forestall future misunderstandings on the part of all concerned.

Minimally, the job description should include:

- job title
- roles and responsibilities
- qualifications and skills required.

Each job description should be tailored to the needs of deaf students in a particular educational setting, including grade level. The duties of an educational interpreter in a school at which there is a single deaf student may differ from those in a consolidated program where there may be many deaf students. Duties will also vary by grade level, i.e., elementary, junior high, secondary, postsecondary/college.

The description should indicate any specific communication system(s) deaf students are encouraged to use or are most comfortable with in school, and their corollary interpreting needs. These might include any of a number of sign systems ranging from American Sign Language (ASL) to one or more variations of manually coded English (MCE). They might also include the need for oral interpreting (Castle, 1988)[1] and/or Cued Speech interpreting (Kipila and Williams-Scott, 1988)[2]. If deaf-blind students are among those in the program, special techniques for interpreting with these students should be indicated. It should be pointed out, however, that few interpreters are expert in all these systems.

If school administrators have little or no experience in hiring and supervising educational interpreters, outside expert resources should be called upon to help develop the job description.

Job Announcement and Recruitment

The formal job announcement should incorporate the major elements of the job description--job title, summary of roles and responsibilities, minimum

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[1]Castle, D. (1988). Oral Interpreting: Selections from Papers by Kirsten Gonzalez. Washington, DC: A. G. Bell Association for the Deaf.

[2]Kipila, E. and Williams-Scott, B. (1988). Cued Speech and Speechreading. In C. DeFilippo and D. Sims (Eds.). New Reflections on Speechreading. Volta Review, 90, 179-192.

qualifications, and any necessary certifications. The full job description should be available to candidates. The announcement of the open position should also include brief statements pertaining to:

- compensation and working conditions
- provisions for supervision of the educational interpreter
- application procedures, including deadlines.

The announcement should indicate whether the position is full or part time (if part time, minimum guaranteed hours), permanent or temporary, and what the salary or hourly wages are, with an indication of starting range. Major employer-paid benefits and provisions for professional development, if any, should be indicated.

Like other school personnel, the educational interpreter should have a supervisor. Minimally, the supervisor should have a general understanding of, and appreciation for, the support service needs of the deaf student, including interpreting. The supervisor also should have administrative authority beyond that of the classroom teacher. The supervisory arrangement should be specified in writing and shared with the candidate as part of the job description or job announcement.

For assistance in recruitment, contacts might be made with interpreter preparation programs (See Appendix C.) and interpreter service agencies (See Appendix D.) in the region. Local elementary, secondary, and postsecondary programs already serving deaf students may also be helpful in identifying possible recruitment sources. An annual national directory of educational programs and services is useful for this purpose.[1] This directory is updated annually.

Job Application and Qualifications

The candidate's application and qualifications for an educational interpreting position should be considered within the context of the service itself. Interpreting as a vocation dates back only a few years and the formal history of educational interpreting as an offspring is even shorter.

It is not surprising, therefore, to find few formal standards by which to judge one's qualifications as an educational interpreter. In 1989, special training and certification to be an educational interpreter was not generally available, beyond what was offered in the areas of interpreting and in education of the deaf *per se*. There can be no doubt, however, that the emergence of educational interpreting as a factor in educating deaf students in the mainstream will bring about new standards and create conditions that should make educational interpreting increasingly attractive as a career.

In this chapter we will deal with the hiring of educational interpreters under today's prevailing circumstances. Later chapters will be less constrained in their advocacy for more extensive preparation and certification.

The candidate's job application should include information pertaining to:

- general educational background
- formal preparation as an interpreter
- certification
- experience
- special skills.

Applications should be screened by personnel, either on the staff or serving in a consulting capacity, who are knowledgeable about deafness and educational interpreting, and if practicable, knowledgeable also about the particular educational setting in which the interpreter will be employed.

General Educational Background

It is reasonable at this time to expect that a person beginning a career in educational interpreting from the elementary through the community college levels possess minimally an associate degree or an equivalent two years of college education.

If the position involves interpreting at the four-year undergraduate or at the graduate level, a bachelor's degree should be preferred if not required. If the job description calls for considerable responsibilities beyond interpreting, e.g., supervision, a bachelor's degree is warranted.

Regardless of the educational level at which the interpreter will work, the candidate should be

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[1] Craig, W. and Craig, H. (1989). (Eds.) Reference issue of American Annals of the Deaf, 134(2), 57-187.

competent in the use of spoken and written English, including spelling.

Formal Preparation

The preparation needed to become competent in sign language contributes to, but is not the equivalent of, the preparation needed to become competent as an interpreter. In 1989, approximately 350 colleges offered sign language courses. Adding other agencies, the number was considerably more than 1,000. About 60 programs offered full-time studies and/or workshops in interpreting.

It is desirable for the candidate to have successfully completed a recognized interpreter preparation program. Unfortunately, the need currently exceeds the supply of available graduates, and few programs focus specifically on preparing educational interpreters at the elementary or secondary levels.

If the circumstances clearly mitigate against attracting trained interpreters, e.g., rural communities with few deaf residents and no resources for interpreter preparation, an acceptable alternative might be a candidate who is competent in both expressing and reading signs and who has participated in interpreter training workshops. This may call for a special investment in professional development on the part of the school.

The situation becomes more complex if the school establishes stipulations for candidates with training to a high level of competence in special communication systems such as one of the manually coded English systems or Cued Speech, or in interpreting with deaf-blind students.

Certification

The validity of certification for the educational interpreter will depend on the extent to which the certification process assesses the factors actually associated with carrying out the responsibilities of the position. At present there is no nationally recognized certification process specifically for educational interpreters. (See Appendix F.) Interpreter certification for those using signs is available through the nationally recognized Registry of Interpreters for the Deaf (RID)[1] and through other state and regionally-based quality assurance programs. Information about certification in Cued Speech interpreting is available through the National Cued Speech Association[2], and about certification in oral interpreting through the A. G. Bell Association for the Deaf[3]. Many interpreters working in educational settings either already have or are working toward some form of certification. It should be added that many competent interpreters in our schools do not possess certification of any kind.

While the existing certification programs do not reflect the full scope of skills and services under discussion here, they do reflect many of those skills. Certification as an interpreter should certainly be recognized as an asset on the part of the applicant.

Experience

Three primary areas of experience should be viewed favorably:

- experience as an interpreter with deaf adults and/or with children
- experience working in some capacity with deaf students in an educational setting
- paid or voluntary experience working in a service capacity with people, particularly if some of it has been with children.

Special Skills

The application form also should request information about any special skills the candidate may have that could be relevant to the position. Examples might include coursework or workshops leading to skills in notetaking or tutoring, and training others in the acquisition of sign language or Cued Speech. Skill in a specific academic or vocational content area might have special significance relative to interpreting in a particular educational setting. But these are cited only as examples.

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[1]RID, 51 Monroe Street, Suite 1107, Rockville, MD 20850.

[2]National Cued Speech Association, P.O. Box 31345, Raleigh, NC 27622.

[3]A. G. Bell Association for the Deaf, 3417 Volta Place N.W., Washington, DC 20007.

Interviewing Candidates

Interviews should be conducted by the appropriate representatives of the employing educational system. Because of legal considerations, it is suggested that those conducting the actual employment interviews be qualified in personnel interview procedures. In fact, the persons responsible for making the staff selection will probably wish to consult with a number of key persons on the staff, and if additional expertise is needed, with qualified persons outside the school system, including deaf persons who are well versed in the use of an interpreter.

If the candidate does not have certification in the particular mode(s) of communication he or she will be expected to use with deaf students in the classroom, the candidate should be asked to demonstrate his or her skill either live or on videotape for persons qualified to make an assessment.

Before a successful candidate is offered the position, he or she should be informed of the employment conditions, including earnings and benefits, and if known, the new employee's initial assignment.

V. WORKING CONDITIONS

The attrition and turnover rate among educational interpreters in most areas of the nation is high. This mitigates against the quality and consistency of services for students, and is costly to schools in that it necessitates unproductive repetition of the time-consuming recruitment and hiring process and the need for repetitive staff development programs.

Many hourly or salaried educational interpreters are hired directly by the school system where they work. Others are freelance interpreters who provide interpreting services on an independent contract basis or through an outside agency. Any of these arrangements can be to the advantage or disadvantage of the student, school, and interpreter, depending on particular circumstances.

This discussion of working conditions for educational interpreters focuses on individuals who are employed as members of the school staff--they may be salaried or hourly, full or part time.

Working conditions for educational interpreters vary widely across school settings and agencies. A few are exemplary in this regard. However, many educational interpreters continue to work under poor conditions, often under circumstances of inequity when compared with their colleagues with similar levels of training and experience in interpreting or in education.

Good working conditions contribute to the quality of educational interpreting services just as they do for all educational services. Good working conditions are conducive to the recruitment and retention of well-qualified, motivated, and productive educational interpreters.

Working conditions will be discussed under five general topics:

- compensation, hours, and benefits
- schedule
- supervision and evaluation
- professional development and advancement
- physical environment.

Compensation, Hours, and Benefits

The pay level for educational interpreters should be competitive with that of other school employees, based on interpreting skill, education, experience, certification, performance, and job responsibilities. The interpreter, as a member of the educational team, expects to be compensated in accordance with that relationship. Additionally, as capabilities and/or responsibilities increase, compensation should increase accordingly.

Provisions for educational interpreters employed as members of the school staff should include:

- guaranteed work week if less than full time
- employment assured for the full academic year
- pay for overtime hours
- benefits program.

Where feasible, full-time salaried positions are in the interests of both quality services and educational interpreters. However, in many situations this is not practical. Educational interpreters employed by the school on an hourly basis should have a *guaranteed work week if less than full time*.

Some educational interpreters are employed by schools on a full-time basis. Others are employed part time. This determination is generally based in part on the number of deaf students in the school or school system who need interpreting services. Schools with numerous deaf students tend to employ more full-time interpreters.

At the postsecondary level there sometimes is a practical advantage in employing more part-time than full-time interpreters. This involves the scheduling of class coverage where there is a demand for coverage of more classes at one hour of the day than at another.

Costs to the school can be a determinant for the number of working hours for an interpreter, sometimes leading to abuses. For example, some schools employ numerous educational interpreters on a part-time basis rather than consolidate them into fewer full-time positions, solely to avoid the payment of fringe benefits. An option for these schools might be to contract outside for the services of a qualified interpreter.

Some schools that compensate interpreters on an hourly basis do not pay if the deaf student fails to appear for class. This unfair practice can be avoided by guaranteeing the interpreter a particular number of hours of work in a given period.

Like other school employees with comparable duties, educational interpreters should be given a *reasonable assurance of employment for the full academic year*. If, however, an interpreter joins the staff to interpret for one particular student, and that student leaves for any reason in mid-year, the interpreter may be left without responsibilities. When there is considerable risk that such a situation will occur, one option is to contract for outside qualified interpreting services as needed instead of employing the interpreter on a full or part-time basis.

Educational interpreters often are asked by their supervisors or other school officials to extend their services beyond the hours for which they are normally paid. They may be asked to interpret for extended field trips, for students involved in extracurricular activities, or for deaf parents participating in evening parent/teacher gatherings.

Educational interpreters are entitled to extra *pay for overtime hours* devoted to special activities calling for their services as interpreters. By the same token, educational interpreters who feel they are accepted members of the educational staff of the school may choose to volunteer time as do other staff members, particularly if they are full-time employees.

Full and part-time educational interpreters on the permanent staff of the school are entitled to the same *benefits program* that is available to other full or part-time school employees in professional positions. The benefits representing professional development leave and training warrant special attention in this regard and are discussed later.

Schedule

The educational interpreter's work schedule will vary considerably depending on numerous factors such as the educational level of the setting (elementary - postsecondary), whether the position is full or part time, travel time between assignments if in different buildings, and additional responsibilities.

Interpreters should not be asked to interpret continuously, certainly not for more than an hour, without a respite. Continuous interpreting cannot be sustained over a prolonged period of time without producing fatigue and reduction of effectiveness on the part of both interpreter and student. Prolonged interpreting without a break also introduces a health risk for the interpreter, in the form of a variety of "overuse" syndromes. The most common, Carpal Tunnel Syndrome, is an orthopedic disorder associated with interpreting and other vocations involving similar kinds of wrist and hand movements.

Interpreting assignments scheduled at the postsecondary level should be distributed so that the interpreter has few if any back-to-back assignments involving interpreting uninterrupted lectures. This becomes less problematic at the elementary level and in self-contained classes because there is more "seatwork" and one-to-one interaction between teacher and student.

The paid work schedule of the educational interpreter should also include preparation time. Some of the time needed as breaks between demanding interpreting sessions often is used for this purpose. Preparation time could include meeting with the teacher, reviewing lesson and course outlines, checking text materials likely to be discussed in class, and previewing uncaptioned films and videotapes that will be interpreted.

Generally, the educational interpreter does not schedule his or her own work activities. The educational interpreter's schedule should be established by a person familiar with educational interpreting and program goals for the deaf student for whom interpreting will be provided. Flexibility is essential in order to meet the needs of students, faculty, programs, and interpreters.

A contingency plan should be in place to assure class coverage in case the regular educational interpreter is absent. This should be administered by the person responsible for scheduling.

Guidelines should indicate clearly the expectations regarding utilization of interpreting time. For example, how should an interpreter spend his or her time while waiting for a student to show up in class? What should the interpreter do if the student fails to show? What should he or she do in class during extended periods when not being called upon to interpret? Schools and school districts employing numerous educational interpreters often develop handbooks that include such guidelines.

Supervision and Evaluation

The school is responsible for assuring that educational interpreters have appropriate supervision, and this should be specified in their job descriptions. Schools or school systems that employ numerous educational interpreters should consider employing an educational interpreter with the

credentials and skills to serve in an administrative/supervisory role.

The supervisor of the educational interpreter should be a member of the educational administration staff. Who that might be will depend on a variety of conditions in the local system. In general, neither an outside agency/consultant nor a teacher in whose class the interpreter works is recommended for supervision of the interpreter.

The supervisor should be in a position to assist the educational interpreter in meeting his/her responsibilities effectively. The supervisor may help the interpreter learn of and pursue professional development activities; educate others in the school system about the role of the interpreter; and help the interpreter resolve any ethical dilemmas that may occur, such as when a student's trust conflicts with the student's safety or the welfare of others.

Each educational interpreter employed by the school should have a periodic evaluation, and the school should have a policy and procedures for conducting the evaluation accurately and comprehensively. The evaluation should include at least two major components: technical competencies and overall job performance. These components should be clearly shared with interpreters when they are hired.

The first component concerns the essential skills exhibited by the educational interpreter where the evaluator looks for the kinds of *technical competencies* reflected in certification and the testing and observation of skills and knowledge. If the supervisor is not qualified to evaluate the educational interpreter's technical competencies fully, he or she should call on outside expertise for assistance in this area.

The second evaluation component, an *overall job performance* evaluation, is more judgmental in nature. The educational interpreter's supervisor should have the knowledge and skills to conduct this evaluation component. It should include such dimensions as:

- ability to understand and follow instructions as conveyed by the supervisor; reliable in meeting responsibilities
- supportive attitude toward the program in which employed; constructive in his or her advocacy for quality
- good interpersonal relationships with staff, and particularly with the teachers and others providing services to deaf students
- effectiveness with deaf students and their hearing peers
- flexibility in adapting to change
- observance of school policies and procedures; good judgment and decisions exercised in work-related situations
- acceptable personal appearance maintained in work setting.

The results of the two evaluation components (competencies and overall job performance) should be used to identify individual areas of strength and weakness, to chart progress and improvement, and to target areas for staff development. Evaluation results and recommendations should be shared with the interpreter.

Most misunderstandings involving educational interpreting are resolved informally. However, it should be recognized that educational interpreters have the same rights as other school employees to pursue grievance procedures as a means of resolving significant difficulties and concerns.

Professional Development and Advancement

Planned *professional development* activities should be available to educational interpreters, just as they are to teachers and other school employees. Educational interpreters should be encouraged to participate in these activities.

Professional development can be provided in a variety of ways, including inservice training programs, workshops, and conferences. These programs should be developed for each educational interpreter based on student needs, general orientation and curriculum of the particular educational program in which the educational interpreter is working, and the interpreter's own professional development needs and interests.

In addition to activities for all professional staff, educational interpreters might also:

- train for a higher certification level as an interpreter (in some instances first involving training and/or examination for initial certification).
- develop the skills to assume non-interpreting responsibilities, e.g., tutoring, sign language instruction, and supervision.
- train for interpreting at various educational levels and with special populations, e.g., visually-impaired deaf students.

- train for interpreting in various modes, e.g., oral interpreting, interpreting in ASL and/or specific forms of manually coded English, interpreting with Cued Speech.
- develop basic knowledge in foundations of education and/or in the education of deaf students.

Some very useful print and tape media are available to interpreters for inservice applications in retaining and refining their skills as interpreters. Educational interpreters and their supervisors should draw on staff resource facilities, including libraries, to augment the interpreter's professional development.

The interpreter also should have opportunities for *advancement*. This often is most readily attained through salary and wage increments. These should be based on local personnel policies similar to those of other school employees. Value should be attached to professional development activities in which the educational interpreter has participated since joining the staff, including achievements in certification.

As skills develop and are practiced, and as responsibilities expand, it may be possible to increase an interpreter's personnel grade level and seniority, depending on local personnel policies. Also, depending on factors such as the number of educational interpreters employed by the school or school system, there may be opportunities for promotion into supervisory roles. The potential for advancement within the personnel structure provides an attractive career ladder for interpreters. Advancement opportunities also foster job satisfaction, motivation for continuing professional development, and longevity of employment.

Physical Environment

Interpreters generally spend one-half or more of their working day in classrooms and other instructional areas. Consideration should be given to appropriate seating and lighting arrangements for the benefit of students using the interpreter. Similarly, interpreters need suitable space for unobstructed classroom interpreting. Other conditions will come into play when interpreting for an assembly, drama presentation, student organization meeting, field trip, meeting with a counselor or another school official, etc.

Educational interpreters also need desk/office space for preparation--such as reading a chapter in a textbook prior to the discussion of its contents in class--and follow-up purposes. Space may be needed for previewing uncaptioned films and videotapes before interpreting the voice track.

This chapter and the preceding chapter on "Hiring" have been oriented toward the responsibilities of the school and its officials in assuring good hiring practices and working conditions for the educational interpreter. In many instances the school has never been faced with this need before, and in some instances will not be faced with the need again. And in many instances it is the educational interpreter's first experience in the vocation.

The United States is quite new to the opportunities and challenges of educating deaf students alongside their hearing peers. Schools and interpreters have a shared interest in putting this arrangement to good use for deaf students, and both have a stake in educational interpreting as an important service to deaf students and their teachers in regular schools.

VI. PREPARATION OF THE EDUCATIONAL INTERPRETER

The content of preceding chapters has been constrained by considerations of what currently is practical or prevalent, reflecting the present situation in which the demand for interpreters in our schools exceeds the supply, and few interpreter preparation programs offer special training for working in educational settings. However, this and subsequent chapters will focus on future initiatives for the preparation and appraisal of educational interpreters without the above constraints, and on improving the utilization of their services through consumer education.

As noted earlier, few interpreter preparation programs devote much attention in their curricula to interpreting in the educational setting. Those that do tend to be oriented more toward the postsecondary and secondary levels than the lower grade levels.

Before discussing what ought to constitute the content of a program that prepares educational interpreters, one might first comment on the degree level at which the program ought to be offered, i.e., associate, baccalaureate, and/or master's levels. The Task Force believes that the rigorous program content about to be described should culminate in a degree.

The reader is reminded that educational agencies and institutions should:

> ...expect a person beginning a career in educational interpreting from the elementary through the community college levels to possess minimally an associate degree or an equivalent two years of college education. If the position involves interpreting at the four-year undergraduate or graduate level, a bachelor's degree should be preferred if not required.

At the same time, the Task Force is reluctant to recommend a specific degree level at which the preparation of educational interpreters should be offered, since prerequisites for admission, scope of the curriculum, and graduation requirements vary from program to program and college to college.

Communication Prerequisites

With the exception of persons who work exclusively as oral or cued speech interpreters, educational interpreters should have conversational skills in several forms of manual communication. These skills are a necessary prerequisite for most interpreting.

The development of expressive and receptive skills in most sign language forms, and particularly in American Sign Language (ASL), cannot be acquired simply by reading a book or taking a course. The acquisition of fluent sign language skills is at least as demanding as that of most languages.

Candidates should be *relatively* proficient in one or more sign language forms, i.e., American Sign Language, Pidgin Sign English, Manually Coded English, as a prerequisite for beginning their educational interpreter preparation at the pre professional level. Indications of *high* proficiency in these sign forms, together with oral transliteration and Cued Speech, follow. Note that each has a transliteration/interpretation component (which is not a prerequisite).

American Sign Language. Demonstrate knowledge and usage of ASL structure, semantically appropriate vocabulary, production, and non-manual features; demonstrate recognition and manipulation of culturally linked features; demonstrate the ability to transfer information in spoken English into ASL and vice versa in real time.

Pidgin Sign English. Demonstrate knowledge of and ability to use the varieties of PSE; transliterate message from spoken English or print into a conceptually accurate signed message in PSE and vice versa.

Manually Coded English. Possess knowledge of the theory underlying the system being used (including See I, See II, and Visible English/fingerspelling); transliterate message from spoken English or print into a conceptually and grammatically accurate signed message in MCE and vice versa.

Oral Transliteration. Possess knowledge of the process of clear articulation, speech production and speechreading; demonstrate verbatim or occasional rewording of English speech with accuracy; demonstrate with or without voice and with natural lip movements, facial expression and gestures; has superior capability of being

speechread; demonstrate appropriate spoken message clarifying techniques; demonstrate superior ability to understand the speech of deaf children and adults and to convey the message in spoken English.

Cued Speech. Demonstrate knowledge of the complete Cued Speech system with high accuracy in identifying and producing syllables and words; demonstrate the ability to transliterate expressively in Cued Speech, maintaining clear lip movements, vowel placements, handshapes, and synchronization; demonstrate superior ability to understand the speech of deaf children and adults with and without cues, and to convey the message in spoken English.

Most, if not all, colleges and universities that prepare interpreters also offer courses in sign language, allowing students to develop sign language skills in conjunction with their general studies curriculum. (See "General Studies.") Other resources for learning sign language exist in many communities. Proficiency in manual communication, however, also requires interaction and practice with persons, probably deaf, who sign as a primary mode of communication.

A high level of proficiency in ASL, PSE, and at least one form of MCE should be attained prior to graduation from an educational interpreter preparation program unless the student plans to restrict himself or herself to oral or Cued Speech interpreting. (See "Pre-professional Preparation.")

Educational Objectives and Outcomes

Appendix E lists some of the educational objectives and outcomes toward which the preparation of educational interpreters should be directed. These are organized around attitudes, knowledge, and skills.

The following discussion is organized around three major blocks in the preparation of the educational interpreter:

- general studies
- pre-professional preparation
- professional preparation.

These blocks, for the most part, are sequential. The listings, however, do not represent courses - they are curriculum content areas and in some instances, competencies. Also, it is assumed the student already possesses a high school diploma. The chapter concludes with a statement about the practicum experience, generally to occur in conjunction with professional preparation.

General Studies

Educational interpreters should be able to provide services in a variety of content areas within the school's overall curriculum. In order to have the flexibility to interpret where needed, particularly at the secondary and postsecondary levels, the interpreter must be able to draw on a broad spectrum of knowledge in the humanities, the sciences, and the arts, often collectively called "general studies." General studies includes:

- proficiency in the understanding and use of English, including vocabulary, spelling, grammar, literature, and the ability to read and write acceptably at the college level
- general understanding of major principles and/or events, and significant figures in the humanities, including history, psychology, linguistics, sociology, anthropology, and philosophy
- overview (freshman level) of basic principles and common terms used in the physical sciences, including mathematics, physics, biology, and chemistry; and in computer science
- public speaking and acting techniques; use of appropriate voice presentation techniques; ability to convey information through facial expressions, body postures, pantomime
- development and refinement of expressive and receptive sign language skills. (See also "Communication Prerequisites" and "Pre-professional Preparation.")

Pre-Professional Preparation

- hearing impairment in children and adults; knowledge of definitions, etiologies, demographics, audiological assessment; use and maintenance of assistive listening devices; technical communication aids such as TDDs and captions
- deafness and the community; knowledge of deaf people in society, including history, culture, community, family, and work; community organizations and agencies of and/or serving deaf persons, and their philosophies and relationships

(social, advocacy, referral, direct service providers) to deaf children and/or adults

- human development: understanding of psychological, social, and language maturation stages; learning and its facilitation; age-appropriate behavior patterns; relevance of childhood deafness to developmental processes

- overview of education: knowledge of foundations, organization, and trends in education in America at all educational levels

- special education: knowledge of variety of handicapping conditions and special needs and services relative to education; public laws, policies, and attitudes relating to handicapped and other minority students

- education of deaf students: overview of history, philosophies, and techniques for teaching deaf students in various types of programs; educational placement alternatives and demographics; special considerations for placement and services to deaf students with additional handicaps; laws, regulations, and policies affecting the education of deaf students; support services available to deaf students in regular and special schools; professional and parent organizations

- overview of interpreting: understanding of theory and psycholinguistic processes involved in interpretation and translation relative both to the interpreter and the user of the service; interpreting as a career; Registry of Interpreters for the Deaf (RID), its history, organization, certification procedures; Code of Ethics; research, trends, and issues (including those relating to physical health and stress management) relating to interpreting for deaf persons

- fluent communication with hearing-impaired persons; techniques for facilitating communication with hard-of-hearing, deaf, deaf-blind, and mentally handicapped deaf persons of all ages; effective communication with deaf persons across a variety of formal/informal and educational/social settings; cross-cultural communication issues; group dynamics and human relations; interpersonal skills; ability to converse fluently with deaf persons using communication modes of their preference. (See also "Communication Prerequisites.")

Professional Preparation

- general interpreting: ability to interpret in variety of physical situations, e.g., one-to-one, group meetings, large assembly; control of and accommodation to environmental factors, e.g., lighting, distance, auditory or visual distractions; ability to interpret spoken English into other communication modes, and voice/reverse interpret from other communication modes into spoken English, with conceptual accuracy; interpret in a manner appropriate to the context, reflecting the affect of the speaker or signer; use of techniques for reducing visual fatigue and overload; ability to facilitate deaf person's participation in meetings and other interactive situations with persons who hear; awareness and respect for deaf person's individual communication style and preference; ability to select from variety of communication modes as needed to accommodate deaf person's communication style and preference. (See also "Communication Prerequisites.")

- principles of educational interpreting: understanding and ability to articulate roles and responsibilities of an educational interpreter; facilitate deaf student's interpreting needs, including the need for independence; adherence to ethical standards appropriate to situations within the educational environment and students of various levels of age, maturation, communication, and education; demonstration of flexibility, teamwork, and diplomacy with teachers, fellow interpreters, and other staff members

- techniques in educational interpreting: accommodation to the age, maturity, and linguistic sophistication of the deaf student; application of interpreting skills in a variety of educational situations, e.g., classroom, meetings with staff, sports and other extracurricular activities, field trips, assemblies; informing student of significant environmental noises and sources of sound, including speakers and change of speakers; know common technical and vernacular expressions likely to be used in the classroom and how to convey these expressions to deaf students; adaptation to instructional uses of media; ability to prioritize simultaneous input such as two simultaneous speakers for immediate interpretation, e.g., teacher's instruction, peer conversation, environmental noises

- selected non-interpreting activities; serving as a knowledgeable and accurate direct or referral source on general topics relating to deafness and to interpreting for school staff and students; assessment of deaf student's skill in acquiring information in class through one or more sign systems and/or speechreading; assistance in developing those sections of individualized education program (IEP) concerning the deaf student's receptive and expressive oral and manual communication in the classroom; with appropriate training and the teacher's supervision, tutoring deaf students; with appropriate training, taking notes for deaf students; with appropriate training, supervising and scheduling other educational interpreters; with appropriate training, offering instruction in sign language to school's students and staff.

Practicum

As part of their professional preparation, educational interpreting students should participate successfully in at least two supervised practicum placements at different educational levels (preschool, elementary, secondary, postsecondary - inclusive of vocational, academic, adult education). These should consist of 300 hours or more each for "Sign Language" placements, or 150 hours or more for "Oral" or "Cued Speech" placements. Students should be able to apply their general studies, pre-professional, and professional preparation to their practicum experiences.

VII. CERTIFICATION

As a vocation, interpreting has profited from the various types and levels of certification offered through the Registry of Interpreters for the Deaf (RID) since the 1960s. Certification has led to higher standards of interpreting, and the deaf and hearing consumers of interpreting services have benefited accordingly. Consumers now expect a higher quality of service than in the past.

Special certification is almost universally required for teachers who specialize in teaching deaf students throughout the preschool/secondary levels (though not at the postsecondary level). Certification is offered nationally through the Council on Education of the Deaf (CED). Most states also certify their teachers of deaf students, often patterning their standards after those established by the CED.

However, there currently is no nationally recognized special certification for educational interpreters. We have already examined the kinds of competencies expected of educational interpreters, and the preparation they need to meet these expectations at a professional level. Current RID certification criteria tap some of these expectations, but not others, particularly those associated with working in educational settings and providing services to younger students.

Certification should ensure that deaf students, their teachers, and their hearing peers in mainstream settings have interpreters who are skilled in relaying information accurately and intelligibly in support of the deaf student. For most deaf students and their teachers in mainstream settings, this is an indispensable service. Often, those who coordinate educational programs for deaf students in mainstream settings do not have the background to evaluate the skills of the educational interpreter, adding to the importance of certification in appraising the competencies of the interpreter relative to working in the educational environment. For the interpreter working with deaf students, certification as an educational interpreter can also be a goal toward which the interpreter and his or her supervisor can work together. But first the field must institute the certification itself.

The skills and services underlying educational interpreting are nested within the two disciplines of education and interpreting, and certification should be an interest, and we believe, a responsibility of both parent disciplines.

The following figure (Figure 1) shows formal preparation for becoming an educational interpreter as described earlier, with an option for substituting work experience, leading to various certifiable qualifications as an educational interpreter.

Certification Criteria

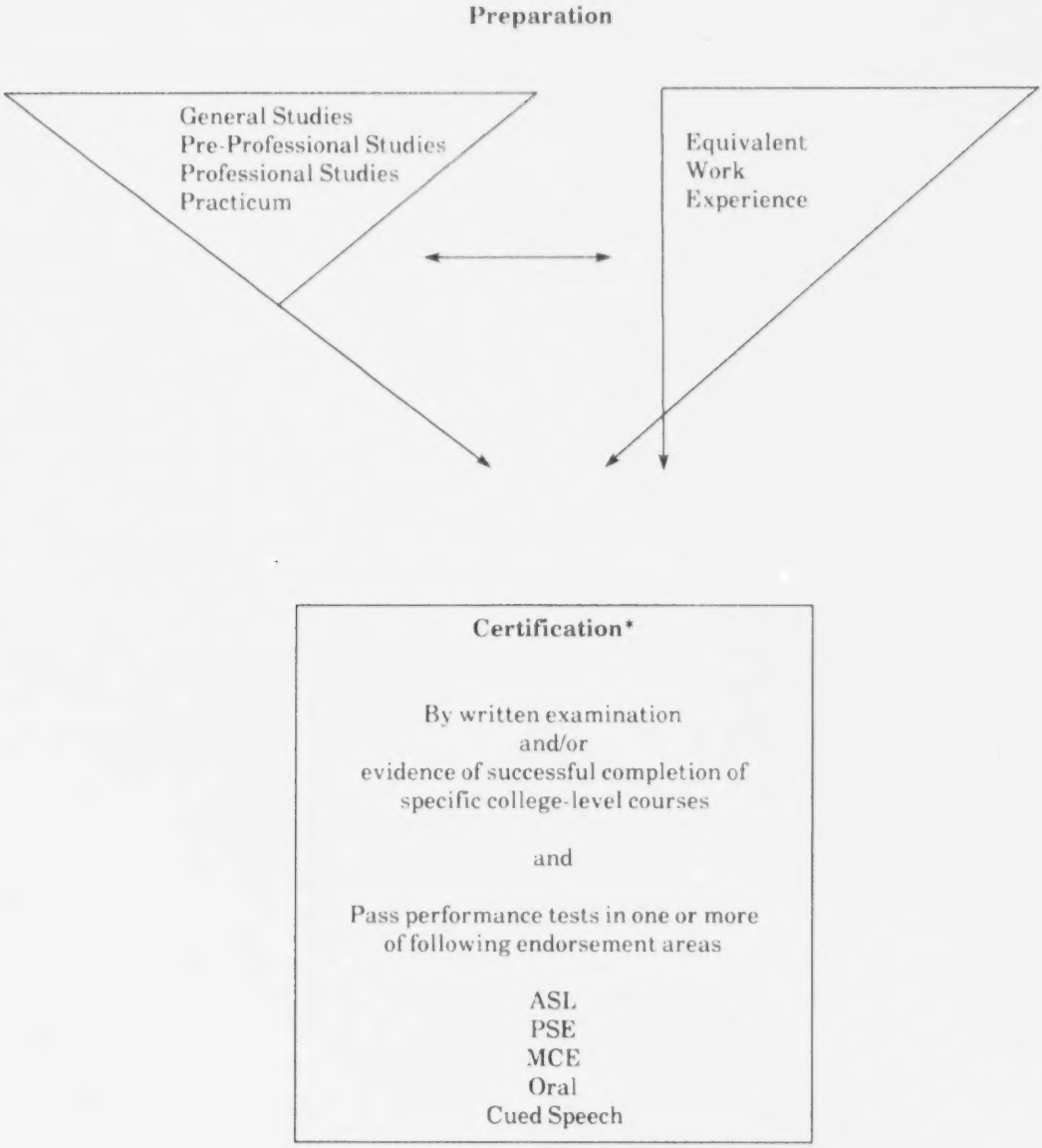
The previous chapter discussed the preparation of the educational interpreter, not as currently exists, but as might become. The same can be said of the criteria that should serve as the foundation for the certification of educational interpreters.

No single interpreter preparation program in the country currently prepares educational interpreters with all of the competencies we would like to see and to certify. While many educational interpreters already have most, if not all, of the competencies under discussion, credit belongs to their work experience and to their having taken advantage of a variety of available learning experiences.

Figure 1 illustrates that the preparation leading to certification need not come entirely through formal preparation but may come also through direct work (and non-work) experiences. A case in point is the communication prerequisites for interpreting. (See "Communication Prerequisites.") Most interpreter preparation programs require entering students to have a predetermined level of proficiency in some form of manual communication. Frequently, this proficiency is developed informally through communication with a deaf family member or friend.

Appendix E contains a list of attitudes, knowledge, and skills considered desirable for educational interpreters. While not comprehensive, it is relatively extensive and touches on selected non-interpreting skills that are "allied" to interpreting in the classroom, e.g., tutoring and notetaking, and teaching students and staff to communicate with signs. It also lists some attitudes that may be difficult to assess for purposes of certification but which nonetheless need to be stated.

Figure 1. Preparation and Testing Leading to Certification as Educational Interpreter in One or More Endorsement Areas



* Three levels of certification, i.e., Beginning, Intermediate, Advanced, have also been recommended.

The previous chapter on preparation outlines the curricular content of a suggested preparation program, and is organized under "General Studies," Pre-professional Studies," Professional Studies," and "Practicum." Like the list of attitudes, knowledge, and skills, this curricular content should be useful in identifying certification criteria.

Certification of Knowledge

Many of the certification criteria have a "knowledge" (in contrast to "performance") base. For certification purposes, much of this knowledge is conducive to *written examination*.

The content of preparation, as described in the previous chapter, was not presented in the context of college courses. However, much of this content could be structured to permit the *acceptance of selected courses and credits from accredited colleges* for some or all the knowledge content of certification in lieu of written examination.

Broad areas of assessment pertaining to knowledge should include:

- communication in English through voice and writing
- general knowledge of humanities, arts, and physical sciences
- human development, with emphasis on children and youth
- physical, demographic, and socio-cultural aspects of deafness
- foundations of education, preschool through college
- overview of education of hearing-impaired students with and without other special needs, in various program types, inclusive of instructional techniques and services, and laws and regulations
- principles, affiliations, and ethics of general and educational interpreting.

Certification of Performance

Within educational settings, the task of interpreting may vary greatly as a function of the communication mode(s) used in transmitting information to and from the deaf student via the interpreter, and age and educational level of the student. Assessment should take both into account.

A third source of variation is the instructional content to be interpreted. This third factor becomes quite significant at the upper educational levels because of complex vocabulary and esoteric concepts with which the interpreter might not be familiar. Some of this source of variation can be assessed relative to knowledge. (See "Certification of Knowledge.") However, it would be impractical to attempt to obtain interpreter performance measures for each of the many curricular areas to which the educational interpreter might subsequently be assigned, particularly at the college level.

Endorsement Areas

Five specific communication modes were mentioned as communication prerequisites in the previous chapter, "Preparation of the Educational Interpreter." The same five modes were indicated as "Endorsement Areas" in Figure 1 of the present chapter. They are:

- American Sign Language (ASL)
- Pidgin Sign English (PSE)
- Manually Coded English (MCE)
- Oral
- Cued Speech

Before graduating from an educational interpreter preparation program, students should have a high level of proficiency in ASL, PSE, and at least one form of MCE. (This does not apply to students planning to become oral or Cued Speech interpreters exclusively.)

In specifying these five endorsement areas, there is no intent to preclude others. Among other areas warranting consideration are interpreting for deaf-blind students, tutoring, and notetaking.

Parenthetically, it should be noted that proficiency in use of a language does not assure proficiency in interpreting that language. To be certified as an educational interpreter, an individual should pass a test of *interpreting performance* in one or more of the five endorsement areas.

The composition of such a test is beyond the purview of this document except to suggest that it include the following characteristics:

- simulate interpreting in educational settings
- assess interpreting for several age and educational levels
- assess both "expressive" and "voice" interpreting.[1]

Other Certification Considerations and Recommendations

It has been suggested that in addition to certification in the five endorsement areas, certification also be awarded at three levels, e.g., beginning, intermediate, and advanced. Whether this should be by endorsement area or more general, e.g., intermediate certification as an educational interpreter, would need considerable deliberation, and perhaps deferred until basic certification is in place.

The Task Force did not devote much attention to considerations about the agency or agencies which might administer and award certification, nor the process by which certification should be developed. However, the Council on Education of the Deaf (CED) and the Registry of Interpreters for the Deaf (RID) were mentioned informally in this connection--CED because it certifies teachers of the deaf nationally and RID because it certifies interpreters nationally. Appendix F, "Toward the Certification of Educational Interpreters," presents a statement of need and the recommendation that a joint RID/CED committee be formed to:

- develop model certification standards for educational interpreters
- encourage adoption of these standards at the national and state levels
- determine the feasibility of joint RID/CED certification based on these standards.

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[1] "Expressive" means relaying information to deaf person(s); "voice" means relaying information from deaf person(s).

VIII. CONSUMER EDUCATION

Four major consumer groups have been identified for educational interpreting services:

- students (deaf students and their hearing schoolmates)
- parents and guardians
- teachers and other staff
- administrators and elected officials

Currently, there is a shortage of consumer-oriented materials to assist these groups in making good use of educational interpreting services. Some materials oriented toward consumer education are listed in Appendix A. Hopefully the present report will also be of help in this regard, particularly in clarifying educational interpreters' roles and responsibilities, and in administering their services.

Some materials supply a list of "do's and don'ts" for the various consumer groups as well as educational interpreters. These materials include suggestions on a range of topics such as tips for deaf students and their hearing classmates, lighting and seating arrangements, interpreter and/or student absences, scales for deaf students to rate their interpreters, and ways in which teachers can facilitate deaf students' participation in class.

Some of these materials reflect the communication philosophies and policies of their developers and sponsoring organizations or school systems based on their own experiences. Readers are reminded that a number of issues pertaining to educational interpreting remain unresolved. Some are tied directly to interpreting, and others to broader issues concerning the education of deaf students in mainstream or special settings. Readers are urged to bear this in mind as they review various materials.

Additionally, since educational interpreting is offered in widely differing settings, such as an elementary school social studies class, a university graduate course, and an adult education woodworking course in a community college, the consumer groups will vary accordingly and particular consumer education materials may be more applicable to one setting than to another.

Finally, in seeking appropriate consumer information about educational interpreting, one must consider the age of the deaf student--particularly if a non-adult--along with other educationally relevant attributes such as additional impairments, repertoire of communication skills, psychosocial maturity, and academic profile.

Thirty years ago, few deaf students had access to a full range of educational opportunities. Mainstreaming for large numbers of deaf students began in the 1960s as postsecondary institutions in increasing numbers took initiatives to welcome deaf students. This was followed in the 1970s at the elementary and secondary levels by local school districts throughout the country.

This mainstream movement gave rise to the formation of educational interpreting services. Likewise it can be said that educational interpreting has contributed greatly to the growth of this movement at all levels of education.

But much remains to be done. First, the preparation and credentialing of educational interpreters demands more attention and resources.

Second, if more and better qualified persons are to be attracted to educational interpreting, something must be done at the national and state levels, and most particularly at the local school level where educational interpreters are employed, to make educational interpreting a more attractive and rewarding vocation.

Third, more extensive and systematic effort must be devoted to providing consumer education aimed at optimizing the educational benefits of educational interpreting services to deaf students by reaching deaf students and their hearing peers, deaf students' families, teachers and other school staff, and administrators and elected officials who are responsible for supporting and maintaining services.

APPENDIX A

Selected Materials for Consumer Education

Dronek, M. (1986). *Program Guidelines for Hearing-Impaired Individuals*, California State Department of Education. For more information, write Publications Sales, California State Department of Education, PO Box 271, Sacramento, CA 95802.

Frishberg, N. (1986). Educational interpreting. In N. Frishberg, *Interpreting: An Introduction*. Silver Spring, MD: RID Publications.

Hurwitz, A. and Witter, A. (1979). Principles of interpreting in an educational environment. In M. Bishop (Ed.), *Mainstreaming: Practical Ideas for Educating Hearing-Impaired Students*. Washington, D.C.: AG Bell Association for the Deaf.

LeBuffe, J. (1989). A clarification of the roles and responsibilities of teachers, students, and interpreters in a mainstream setting. *Perspectives for Teachers of the Hearing-Impaired, 6*, 5-7.

Murphy, H., Hughes, V., Zawolkow, E., Culton, P., Caccamise, F., Rinaldi, A.M., DeVries, R., and Mitchell-Caccamise, M. (1980). Educational interpreting settings. In Caccamise et al. (Ed.), *Introduction to Interpreting*. Silver Spring, MD: RID Publications.

Paul, P. and Quigley, S. (1990). Educational interpreters. In P. Paul and S. Quigley, *Deafness and Education*. White Plains, NY: Longman.

Rittenhouse, R., Rahn, C. and Morreau, L. (1989). Educational interpreter services for hearing-impaired students: Provider and consumer disagreements. *Journal of the American Deafness and Rehabilitation Association, 22*, 57-63.

Rittenhouse, R. (1987) Analysis of educational interpreter services for hearing-impaired students. *Journal of Rehabilitation of the Deaf, 20*, 1-6.

Waldron, M., Diebold, T. & Rose, S. (1985). Hearing-impaired students in regular classrooms: A cognitive model for educational services. *Exceptional Children, 52*, 39-43.

Witter-Merithew, A. and Dirst, R. (1982). Preparation and use of educational interpreters. In D. Sims, G. Walter, and R. Whitehead (Eds.), *Deafness and Communication: Assessment and Training*. Baltimore, MD: Williams and Wilkins.

Zawolkow, E. and DeFiore, S. (1986). Educational interpreting for elementary and secondary level hearing-impaired students. *American Annals of the Deaf, 131*, 26-28.

Need an Interpreter?: Information for parents of hearing-impaired children. Brochure available through RID, 51 Monroe St., Suite 1107, Rockville, MD 20850.

The following items may also be of interest to consumers. They are selected titles of documents sent to the Clearinghouse on Educational Interpreting, by various school districts. They may be ordered by writing to the **Clearinghouse on Educational Interpreting, Rochester Institute of Technology, National Technical Institute for the Deaf, Department of Support Service Education, Lyndon Baines Johnson Building, PO Box 9887, Rochester, NY 14623-0887.**

Educational Interpreter Guidelines. Ann Arbor Public Schools Hearing-Impaired Program, Ann Arbor, MI.

Guidelines for Educational Interpreters and Tutors, (1985). Mesa County Valley School District #51, Pupil Personnel Services - Emerson School, Grand Junction, CO.

Hearing-Impaired Program, An Information Handout, (1981). Iowa Western Community College, 1981.

Interpreter Guidelines. Guidelines for interpreter, notetaker, student, teacher; and evaluation of interpreter. Omaha Public Schools, Omaha, NE.

Interpreter Handbook, (1986). Hinsdale South High School, Darien, IL.

Interpreting in the Educational Setting, (1986). Technical Assistance Paper. Bureau of Education for Exceptional Students, Division of Public Schools, Jacksonville, FL.

Interpreting Services Guidelines for Instructors, Students, Interpreters, (1982). Ohlone College, Fremont, CA.

Perspectives on Deafness. Brochure published by the National Center on Deafness at California State University, Northridge, CA.

Suggested Guidelines for Interpreter Services, (1979). Iowa Department of Public Instruction, Special Education Division, Des Moines, IA.

The Most Feasible Use of Interpreters as Support Personnel for Successful Mainstreaming of Deaf Students into Regular Technical Vocational and Other School Settings, (1979). Conference Proceedings, Conference of Interpreter Trainers, St. Paul, MN.

Mitchell, M. (1985). *Guidelines for Secondary Classroom Interpreting*. Louisiana School for the Deaf, Baton Rouge, LA.

APPENDIX B

Sample Job Description--Educational Interpreter

This represents a "generic" job description that may be suitable for K-12. It is a composite of job descriptions contained in the Clearinghouse on Educational Interpreting materials, housed at NTID, and edited to be consistent with the report guidelines.

General Description

The Educational Interpreter provides interpreting and other support services to hearing-impaired students mainstreamed in the school district. The educational interpreter's primary function is to facilitate communication among hearing-impaired students and their hearing peers, the classroom teacher, and other personnel in the school system. Other duties that may be performed when not required to provide interpreting include tutoring, notetaking, and participation in meetings as a member of the educational team.

Responsibilities

- Provide expressive and voice interpreting (may include American Sign Language, a form of manually coded English, and/or oral interpreting) for hearing-impaired students in mainstream classes.
- Provide tutoring and/or notetaking services for hearing-impaired students when necessary and when interpreting is not needed.
- Participate in educational team meetings, including the development and review of progress on the Individual Education Plan, providing insight on the success of communications strategies.
- Provide interpreting for extracurricular activities and parent meetings when necessary.
- Assist in providing orientations to deafness to hearing students and staff.
- Other duties as determined with supervisor.

Qualifications

- Associate degree required. Bachelor's degree preferred.
- Completion of an interpreter preparation program or equivalent experience required.
- Ability to interpret/transliterate (expressive and voice) at a normal conversational rate, American Sign Language, Pidgin Sign English required. Skills in interpreting in Signing Exact English desired.
- Ability to provide oral interpreting/transliterating (expressive and voice) required.
- Certification by the Registry of Interpreters for the Deaf desired (where applicable).

APPENDIX C

Interpreter Preparation Programs, 1989
United States and Canada

UNITED STATES

Alabama

Bishop State Community College
Interpreter Preparation Program
351 North Broad Street
Mobile, AL 36690
(205) 690-6892

Arizona

Pima Community College
Interpreter Training Program
2202 West Anklan
Tucson, AZ 75709
(602) 884-6974

Phoenix Community College
Interpreter for the Deaf Program
1202 West Thomas
Phoenix, AZ 85013
(602) 264-2492

University of Arizona
Department of Rehabilitation
College of Education
Tucson, AZ 85721
(602) 621-5172

Arkansas

University of Arkansas at Little Rock
Interpreter Training Program
Department of Rehabilitation
2801 South University Avenue
Little Rock, AR 72204
(510) 569-3169

California

American River College
Coordinator/Chair SLS
4700 College Oak Drive
Sacramento, CA 85741
(916) 484-8365

California State University,
Northridge (CSUN)
Deaf Studies Program - EDUC
18111 Nordhoff Street
Northridge, CA 91304
(818) 885-2553

El Camino College
Interpreter Training Program
16007 Crenshaw Boulevard
Torrance, CA 90056
(213) 532-3670

Los Angeles Pierce College
Interpreter Preparation Program
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 719-6471

Ohlone College
Interpreter Training Program
43600 Mission Boulevard
Fremont, CA 94539
(415) 490-1267

Colorado

Front Range Community College
Interpreter Training Program
3645 West 112th Avenue
Westminster, CO 80030
(303) 466-8811

Connecticut

Northwestern Community College
Education for the Deaf
Park Place
Winsted, CT 06098
(203) 379-3886

Florida

Florida School for Deaf/Blind
Interpreter Training Program
207 San Marco Avenue
St. Augustine, FL 32084
(904) 824-1654

Hillsborough Community College
Interpreter Education
PO Box 30030
Tampa, FL 33630
(813) 253-7427

Miami Dade Community College
Interpreter Education
11380 N.W. 27th Avenue
Miami, FL 33167
(305) 347-1274

N.E. Florida Consortium for the
Deaf & Hard of Hearing
Interpreter Training Program
1100 Seagate Avenue #159
Neptune Beach, FL 32233
(904) 646-2930

Georgia

DeKalb Community College
Interpreter Training Program
555 North Indian Creek Drive
Clarkston, GA 30021
(404) 299-4038

Hawaii

Kapiolani Community College
Office of Community Services
4303 Diamond Head Road
Honolulu, HI 96816
(808) 734-9210

Idaho

College of Southern Idaho
Interpreter Preparation Program
PO Box 1238
Twin Falls, ID 83303
(208) 733-9554

Illinois

John A. Logan College
Interpreter Training Program
Carterville, IL 62918
(618) 985-3741

Waubonsee Community College
Interpreter Preparation Program
5 East Galena
Aurora, IL 60506
(708) 892-3334

William Rainey Harper College
Interpreter Preparation Program
1200 West Algonquin Road
Palatine, IL 60067
(312) 397-3000

Iowa

Iowa Western Community College
Interpreter Preparation Program
2700 College Road, Box 4-C
Council Bluffs, IA 51502
(712) 325-3214

Kansas

Johnson County Community College
Interpreter Training Program
12345 College & Quivira
Overland Park, KS 66210-1299
(913) 469-8500

Kentucky

Eastern Kentucky University
Interpreter Preparation Program
Wallace 245
Richmond, KY 40475
(606) 622-4442

Louisiana

Delgado College
Interpreter Preparation -
Communications Division
615 City Park Avenue
New Orlando, LA 70119
(504) 483-4130

Maryland

Catonsville Community College
Interpreter Training Program
800 South Rolling Road
Baltimore, MD 21228
(301) 455-4474

Massachusetts

Northeastern University
Interpreter Education Project
276 Holmes Hall
Boston, MA 02115
(617) 437-3064

Michigan

C.S. Mott Community College
Interpreter Preparation Program
1401 East Court Street
Flint, MI 48502
(313) 762-0272

Lansing Community College
Communication Dept. #12
PO Box 40010
Lansing, MI 48901
(517) 483-1040

Madonna College
Sign Language Studies
36600 Schoolcraft Road
Livonia, MI 48150
(313) 591-5131

Minnesota

St. Paul Technical College
Interpreter Preparation Program
235 Marshall Avenue
St. Paul, MN 55102
(612) 221-1342

St. Mary's Campus
Health Care Interpreter Program
2500 South 6th Street
Minneapolis, MN 55454
(612) 332-5521

Missouri

St. Louis Community College
at Florissant Valley
Communications North
3400 Pershall Road
Ferguson, MO 63135
(314) 595-4222

New Hampshire

New Hampshire Vocational Technical
College
ITT
Hanover Street Extension
Claremont, NH 03743
(603) 542-7744

University of New Hampshire at
Manchester
Sign Language Interpreting Dept.
Manchester, NH 03102
(603) 668-0700

New Jersey

Union County College
Interpreter Education
1033 Springfield Avenue
Cranford, NJ 07016
(201) 709-7583

New Mexico

University of New Mexico
Humanities Building #544
Department of Linguistics
Albuquerque, MN 87131
(505) 277-6363

New York

The College of Staten Island, CUNY
ASL/SLP, Room H-2
715 Ocean Terrace
Staten Island, NY 10301
(718) 390-7877

National Technical Institute
for the Deaf
Support Service Education
One Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6313

North Carolina

Central Piedmont Community College
Interpreter Training Program
PO Box 35009
Charlotte, NC 28235
(704) 342-6829

Garner-Webb College
Communications Department
Boiling Springs, NC 28017
(704) 434-2361

Ohio

Cleveland State University
Department of Speech & Hearing
Cleveland, OH 44115
(216) 687-3807

Columbus State Community College
Interpreter Preparation Program
550 East Spring Street, Box 1609
Columbus, OH 43216
(614) 227-2535

Sinclair Community College
Interpreter Training Program
444 West Third Street
Dayton, OH 45402
(513) 226-2722

The University of Akron
Interpreter Preparation Program
Public Service Technology
Akron, OH 44325
(216) 375-6833

Oklahoma

East Central University
Human Resources Department
Ada, OK 74820
(405) 332-8000

Tulsa Junior College
Interpreter Preparation Program
3727 East Apache, RM 2381
Tulsa, OK 74115
(917) 834-5071

Oregon

Portland Community College
Interpreter Preparation Program
PO Box 19000
Portland, OR 97219
(503) 244-6111

Western Oregon State College
IPP, Regional Resource Center
on Deafness
Monmouth, OR 97361
(503) 838-1220

Pennsylvania

Community College of Philadelphia
Interpreter Education Curriculum
1700 Spring Garden Street
Philadelphia, PA 19130
(215) 751-8291

Bloomsburg University
Interpreter Training Program
226 Navy Hall
Bloomsburg, PA 17815
(717) 389-4076

South Dakota

Kilian Community College
Communication Services for the Deaf
3520 Gateway Lane
Sioux Falls, SD 57106
(605) 339-6718

Tennessee

Chattanooga State Tech. Community
College
Interpreter Preparation Program
4501 Amnicola Highway
Chattanooga, TN 37406
(615) 697-4415

University of Tennessee
Department of Special Education
and Rehabilitation
Claxton Addition 119
Knoxville, TN 37996-3400
(615) 974-2321

Texas

Eastfield College
737 Motley Drive
Mesquite, TX 75150
(214) 324-7158

El Paso Community College
Interpreter Preparation Program
PO Box 20500
El Paso, TX 79998
(915) 594-2432

Lee College
Interpreter Training Program
PO Box 818
Baytown, TX 77520
(713) 427-5611

McLennan Community College
ITP
1400 College Drive
Waco, TX 76708
(817) 750-3533

Tarrant County Junior College
Northwest
IFD Program
4801 Marine Creek Parkway
Ft. Worth, TX 76179
(817) 232-7784

Virginia

New River Community College
Interpreter Training Program
Drawer 1127
Dublin, VA 24084
(703) 674-3600

J. Sargeant Reynolds Community
College
Interpreter Education Program
PO Box C-32040
Richmond, VA 23261-2040

Washington

Seattle Community College
Interpreter Training Program
1701 Broadway
Seattle, WA 98122
(206) 587-3889

Spokane Falls Community College
Program/Deafness
W. 3410 Ft. George W. Drive
Spokane, WA 99208
(509) 459-3615

Washington, D.C.

Gallaudet University
Dept. of Linguistics & Interpreting
7th & Florida, NE
Washington, DC 20002
(202) 651-5450

Sign Language Associates
1725 K Street, NW - Suite 802
Washington, DC 20006
(202) 861-0593

Wisconsin

Northcentral Technical College
Interpreter Preparation Program
1000 Campus Drive
Wausau, WI 54401
(715) 675-3331

University of Wisconsin-Milwaukee
Interpreter Education
208 East Fairy Chasm Road
Milwaukee, WI 53217
(414) 229-6567

CANADA

Alberta

Grant MacEwan College
P.O. Box 1796
Edmonton, Alberta T5J 2P2
(403) 477-0211

British Columbia

Douglas College
700 Royal Avenue
P.O. Box 2503
New Westminster, B.C. V3L 5B2
(604) 520-5400

Manitoba

Red River Community College
2055 Notre Dame Avenue
Winnipeg, Manitoba R3H 0J9
(204) 632-2381

Nova Scotia

Saint Mary's University
Interpreter Training Program
Halifax, Nova Scotia B3H 3C3
(902) 429-9780

Ontario

Sheridan College
Interpreter Training Program
McLaughlin Road South
P.O. Box 7500
Brampton, Ontario L6V 1G6
(416) 459-7533

University of Ottawa
Interpreter Training Program
313-85 University Avenue
Ottawa, Ontario K1N 6N5

Canadian Hearing Society
Interpreter Apprenticeship Program
271 Spadina Road
Toronto, Ontario M5R 2V3
(416) 964-9595

St. Clair College
Continuing Education
2000 Talbot Road West
Windsor, Ontario N9A 6S4
(519) 972-2711

APPENDIX D

Interpreter Service Agencies, 1988[1]

Alaska

Juneau Interpreter Referral Service
218 Front Street
Juneau, AK 99801
(907) 586-4327 TTY
(907) 586-6806 V

Arizona

Valley Center of The Deaf
3130 East Roosevelt Street
Phoenix, AZ 85008
(602) 267-1921 TTY/V

Community Outreach Center
for the Deaf
286 West Adams Street
Tucson, AZ 85705
(602) 792-1906 TTY/V

California

Dayle McIntosh Center
150 West Cerrito, Bldg. 4
Anaheim, CA 92805
(714) 772-8399 TTY
(714) 772-8285 V

Orange County Deaf Equal
Access Foundation
7700 Orangethorpe Avenue, Suite 7
Buena Park, CA 93101
(805) 963-0593

Language Dynamics
580 University Avenue, Suite 203
Sacramento, CA 95825
(916) 920-4062 TTY/V

NorCal Center on Deafness
2045 Hallmark Drive, Suite 4
Sacramento, CA 95825
(916) 646-9846 TTY/V

Deaf Community Service of San Diego
3788 Park Boulevard
San Diego, CA 92103
(619) 692-0932 TTY/V

DCARA (Deaf Counseling, Advocacy,
and Referral Agency)
157 Parrott Street
San Leandro, CA 94577
(415) 351-3937

Independent Living Resource Center
423 West Victoria Street
Santa Barbara, CA 93101
(805) 963-0593 TTY/V

GLAD/Van Nuys
6851 Lennox Avenue, 3rd Floor
Van Nuys, CA 91405
(818) 785-6583 TTY/V

Colorado

Center on Deafness
2250 Eaton Street
Edgewater, CO 80214
(303) 758-1123 TTY/V

Connecticut

Connecticut Commission on the
Deaf and Hearing Impaired (CCDHI)
40 Woodland Street
Hartford, CT 06105
(201) 566-7414 TTY/V

Delaware

DEL RID
Interpreter Referral Service
PO Box 9480
Newark, DE 19711-1735
(302) 656-6660 TTY/V

District of Columbia

DeafPride, Inc.
1350 Potomac Avenue, S.E.
Washington, DC 20003
(202) 675-6700 TTY/V

[1]This list is not current but may supplement other interpreter recruitment sources.

Sign Language Associates, Inc.
1725 K Street, NW, Suite 802
Washington, DC 20006
(202) 861-0593 TTY/V

Florida

Deaf Services Center of Manatee Co.
PO Box 9419
Bradenton, FL 34206-9419
(813) 758-2539 TTY/V
(8130 758-3037 TTY/V

Deaf Services Bureau
4800 W. Fagler Street, Suite 213
Miami, FL 33134
(305) 444-2211 TTY
(305) 444-2266 V

Gulf Coast Deaf Services Center
9215 Hilltop Drive
New Port Richey, FL 34654
(813) 863-3388 TTY/V

Big Bend Deaf Services Center
PO Box 37159
Talahassee, FL 32315
(904) 575-5711 TTY/V

Deaf Service Center
1801 N. Westshore Blvd. Suite 2
Tampa, FL 34677
(813) 876-3215 TTY
(813) 873-7653 V

Georgia

Georgia Interpreting Services Network
Division of Rehabilitation Services
878 Peachtree Street, Room 707
Atlanta, GA 30300
(404) 894-8608 TTY
(404) 894-8558 V

Hawaii

Communications for the
Hearing Impaired
3121 Pualei Circle, Suite 26
Honolulu, HI 96815

Illinois

Chicago Hearing Society
10 West Jackson, 2nd Floor
Chicago, IL 60604
(312) 939-6888

Indiana

Deaf Social Service Agency
901 West Virginia Avenue
Evansville, IN 47710
(812) 425-2842 TTY
(812) 425-2726 V

Community Services for the Deaf
445 N. Pennsylvania Street, Suite 811
Indianapolis, IN 46204
(317) 637-3947 TTY/V

Deaf Services, Inc.
7101 Broadway
Merrillville, IN 46410
(219) 769-8912 TTY
(219) 769-6506 V

Community Services with the Adult Deaf
711 East Colfax Street
South Bend, IN 46617
(219) 234-3130 TTY
(219) 234-3136 V

Iowa

DSCI-Eastern Regional Office
1201 6th Street, SW
Cedar Rapids, IA 52401
(319) 398-4005 TTY/V

DSCI--Southwestern Regional Office
Council Bluffs Health Department
209 Pearl Street
Council Bluffs, IA 51501
(712) 328-3195 TTY/V

Deaf Services Commission of Iowa
Iowa Dept. of Human Rights
Lucas State Office Building
Des Moines, IA 50319
(515) 281-3164 TTY/V

DSCI--Northwestern Regional Office
Jewish Community Center
525 14th & Nebraska Streets
Sioux City, IA 51103
(712) 258-8407 TTY/V

Louisiana

Louisiana Commission for the Deaf
2585 Brightside Drive
Baton Rouge, LA 70808
(504) 766-9320 TTY/V

Catholic Deaf Center
PO Box 92306
Lafayette, LA 70509
(318) 212-3463 TTY/V

Deaf Resource & Communication Ctr.
721 St. Ferdinand Street
New Orleans, LA 70117
(504) 949-4413 TTY/V

Massachusetts

Mass. Commission for the Deaf
and Hard of Hearing (MCDHH)
600 Washington Street, Suite 600
Boston, MA 02111
(617) 727-5106 TTY/V
(800) 882-1155 TTY/V MASS ONLY

Michigan

Michigan Association for Deaf,
Hearing, and Speech Services
724 Abbott Road
East Lansing, MI 48823
(517) 337-1649 TTY/V

Division of the Deaf & Deafened
Coordinator of Interpreter Services
309 North Washington Square
Lansing, MI 48090
(517) 373-0378 TTY
(517) 373-0379 V

Minnesota

Minnesota Foundation for Better
Hearing and Speech
508 Bremer Building
7th & Roberts Streets
St. Paul, MN 55101
(612) 296-9312 TTY/V
(800) 422-0681 TTY/V MINN ONLY

Mississippi

De L'Epee Deaf Center
1712 East Beach
Gulfport, MS 39501
(601) 864-0844 TTY/V

Mississippi School for the Deaf
1253 Eastover Drive
Jackson, MS 39211
(601) 987-3930 TTY/V

Missouri

Communicate Plus
100 St. Francois
Florrisant, MO 63031
(314) 809-0026 TTY/V

Deaf Inter-Link
PO Box 4080
Florrisant, MO 63032-4070
(314) 837-7757 TTY/V

Communicate Plus
1531 Surfside Drive
St. Louis, MO 63138
(314) 839-8936 TTY
(314) 839-0026 V

Montana

Montana RID
c/o Kate Doering
4030 5th Avenue, North
Great Falls, MT 59401
(406) 454-1580 TTY

Montana School for the Deaf
3911 Central Avenue
Great Falls, MT 59401
(406) 453-1401 TTY/V

Nebraska

Nebraska Commission on the Hearing Impaired
4600 Valley Road
Lincoln, NE 68510
(402) 471-3593 TTY/V

Nebraska School for the Deaf
3223 North 45th Street
Omaha, NE 68104
(402) 554-2155 TTY/V

New Hampshire

Granite State Independent Living Program
105 Loudon Road, Prescott Park, Bldg. 4
Concord, NH 03301
(603) 228-9680 TTY/V

New Jersey

New Jersey Department of Labor
Division of the Deaf
Labor & Industry Building
Trenton, NJ 08625-0058
(609) 984-7281 TTY/V
(800) 792-8339 TTY/V NJ ONLY

New Mexico

New Mexico RID
Interpreter Referral and Information
127 La Veta NE
Albuquerque, NM 87108
(505) 255-8134 TTY
(505) 266-1073 V

New York

Interpreter Referral Service of Albany
6 Automation Lane, Suite 112
Albany, NY 12205
(518) 459-6535 TTY/V

Southern Tier Interpreter Referral
232 Clinton Street
Binghamton, NY 13905
(607) 797-1052 TTY/V
(607) 797-1110 TTY/V

U.C.P. of Greater Suffolk
159 Indian Head Road
Commack, NY 11725
(516) 543-5100 x68 TTY/V

Laguardia Community College
Interpreter Referral Service
31-10 Thompson Street
Long Island City, NY 11101
(718) 482-5307 TTY/V

New York Society for the Deaf
Interpreter Referral Service
114 5th Avenue, 10th Floor
New York, NY 10003
(212) 337-3440 TTY/V

Dynamic Communication/Interpretation
Cox Building - Suite 302
36 St. Paul Street
Rochester, NY 14604
(716) 454-3680 TTY/V

Forbes, McAuley, Ireland Interpreting Services
350 South Avenue
Rochester, NY 14620
(716) 546-8450 TTY/V

Rochester Center for Independent Living
748 South Avenue
Rochester, NY 14620
(716) 442-6476 TTY/V

Arise, Inc.
501 East Fayette Street
Syracuse, NY 13202
(315) 472-3171 TTY/V

Central New York Association
for the Hearing Impaired
616 South Salina Street
Syracuse, NY 13202
(315) 422-9746 TTY
(315) 422-2321 V

Resource Center for Independent Living
401 Columbia Street
Utica, NY 13502
(315) 797-4642 TTY/V

Westchester Co. Office for the Disabled
148 Martine Avenue, Room 936
White Plains, NY 10601
(914) 682-3408 TTY
(914) 285-2955 V

North Carolina

Asheville Community Center for
the Hearing Impaired
518 Kenilworth Avenue, Suite C-5
Asheville, NC 28805
(704) 251-6190 TTY/V
(704) 254-2281 TTY

Charlotte Center for the Hearing Impaired
1928 East Independence Avenue
Charlotte, NC 28205
(704) 334-3481 TTY
(704) 334-1687 V

Greenville Services for the Hearing Impaired
226-A Commerce Street
Greenville, NC 27834
(919) 756-5737 TTY/V

Guilford Co. Communications Center
for the Deaf
1601 Walker Avenue
Greensboro, NC 27403
(919) 275-8878 TTY/V

Winston-Salem Deafness Center
2701 North Cherry Street
Winston-Salem, NC 27105
(919) 724-7805 TTY
(919) 724-3621 V

North Dakota

Disabled Student Services
University of North Dakota
Box 8256, University Station
Grand Forks, ND 58202
(701) 777-3425 TTY/V

Ohio

Cincinnati Speech & Hearing Center
3021 Vernon Place
Cincinnati, OH 45219
(513) 221-3300 TTY
(513) 221-0527 V

Cleveland Hearing & Speech Center
11206 Euclid Avenue
Cleveland, OH 44106
(216) 721-4327 TTY
(216) 231-8787 V

Community Center for the Deaf
692 North High Street, Suite 302
Columbus, OH 43215
(614) 228-3323 TTY/V

Family Services Association
Community Services for the Deaf
184 Salem Avenue
Dayton, OH 45410
(513) 222-7921 TTY
(513) 222-9481 V

Community Center for the Deaf
270 Sterkel Boulevard
Mansfield, OH 44907
(419) 756-1133 TTY/V

Youngstown Hearing and Speech Center
6505 Market Avenue
Youngstown, OH 44512
(216) 726-8392 TTY
(216) 726-8855 V

Oklahoma

Central Oklahoma Assoc. for the Deaf
& Hearing Impaired (COAD-HI)
1330 Classen Boulevard, Suite 202
Oklahoma City, OK 73106
(405) 236-5513 TTY/V

Services to the Deaf and Hearing-Impaired
Rehab. Services, RS 24
Oklahoma City, OK 73125
(405) 424-2794 TTY
(405) 424-4311 TTY/V
(918) 663-9920 TTY/V (Tulsa area)

Tulsa Speech & Hearing Association
3112 South Mingo, Suite 100
Tulsa, OK 74146
(918) 663-9920 TTY/V

Pennsylvania

Westmoreland County Deaf Services
110 East Otterman Street
Greensburg, PA 15601
(412) 836-7600 TTY/V

Pittsburgh Hearing and Speech Center
1945 5th Avenue
Pittsburgh, PA 15219
(412) 281-1375 TTY/V

Deaf & Hearing Communication Center
PO Box 175
Springfield, PA 19064
(215) 544-5425 TTY/V

South Carolina

Charleston Speech & Hearing Center
30 Lockwood Drive
Charleston, SC 29401
(803) 577-5410

Speech, Hearing, & Learning Center
811 Pendleton Street, 9-11 Medical
Greenville, SC 29601
(803) 235-6065 TTY

South Carolina Community Service Programs
SC School for the Deaf and Blind
Spartanburg, SC 29302
(8030 573-5353 TTY/V

South Dakota

South Dakota Rehab. Services
700 N. Illinois Street, Kneip Building
Pierre, SD 57501
(605) 773-4544 TTY

Communication Service for the Deaf
3520 Gateway Lane
Sioux Falls, SD 57106
(605) 339-6718 TTY/V
(800) 622-1770 SD ONLY

Tennessee

Family and Children's Services
Services for the Deaf
317 Oak Street, Suite 316
Chattanooga, TN 37403
(615) 265-4451 TTY/N

Knoxville Area Communication
for the Deaf (KACCD)
134 Maryville Pike, Suite B
Knoxville, TN 37920
(615) 557-4419 TTY
(616) 577-3559 V

Interpreting Services
220 Overton Avenue
Memphis, TN 38105
(901) 577-3784 TTY/V

Texas

West Texas Services for the Deaf
ACU Box 8107
Abilene, TX 79699
(915) 674-2425 TTY/V

Texoma Council for the Deaf
800 North Travis
Austin, TX 78704
(214) 892-6531 TTY/V

Travis City Council for the Deaf
2201 Post Road, Room 100
Austin, TX 78704
(512) 448-7571 TTY
(512) 448-7597 V

Southeast Texas Council for
the Hearing Impaired
470 Orleans, Suite 1215
Beaumont, TX 77704
(409) 833-6689 TTY
(409) 833-6679 V

Corpus Christi Area Council for the Deaf
5151 McArdle
Corpus Christi, TX 78411
(512) 993-1154 TTY/V

El Paso Center for the Deaf
1005 East Yandell
El Paso, TX 79902
(915) 554-6032 TTY/V

Goodrich Center for the Deaf
2500 Lipscomb Street
Fort Worth, TX 76110-2625
(817) 926-4101 TTY
(817) 926-5305 V

Sign Shares
550 Westcott, Suite 250
Houston, TX 77007
(713) 869-4373 TTY/V

Washington

Dept. of Social & Health Services
State Coordinator, Deaf Services
Mail Stop OB-42, 12th & Franklin
Olympia, WA 98504
(206) 753-0699 TTY
(206) 753-0703 V

Community Service Center for the
Deaf & Hard of Hearing
1609 19th Avenue
Seattle, WA 98122
(206) 322-4996 TTY/V

Spokane Deaf Service Center
1206 North Howard Street
Spokane, WA 99201
(509) 328-9220 TTY/V

Tacoma Area Coalition of Individuals
with Disabilities
6315 South 19th Avenue
Tacoma, WA 98465
(206) 565-9000 TTY/V

Yakima Valley Center for the Deaf
303 South 12th Avenue
Yakima, WA 98902
(509) 452-9823 TTY/V

West Virginia

West Virginia Division of Rehab. Services
State Capitol Building
Charleston, WV 25305
(800) 642-8207 TTY/V

Wisconsin

Eau Claire Office HIS
517 Walker Avenue
Eau Claire, WI 54702-1228
(715) 836-2062 TTY/V

Green Bay Office HIS
200 North Jefferson, Suite 311
Green Bay, WI 54301-5191
(414) 436-4439 TTY
(414) 436-4426 V

Madison Reg. Office, Hearing
Impaired Services (HIS)
Madison, WI 53705
(608) 267-4329 TTY/V

Office for the Hearing Impaired
PO Box 7852
5005 University Avenue
Madison, WI 53707
(608) 266-8038 TTY
(608) 266-8081 V

Milwaukee Office HIS
3501 South Howell Avenue, SE
Milwaukee, WI 53207
(414) 769-3161 TTY/V

Waukesha Office HIS
141 NW Barstow Street, Room 129
Waukesha, WI 53187-1349
(414) 521-5128 TTY
(414) 521-5115 V

Wausau Office HIS
2416 Stewart Avenue
Wausau, WI 54401
(715) 848-1136 TTY
(715) 848-1005 V

APPENDIX E

Attitudes, Knowledge, and Skills

Some of the educational objectives and outcomes toward which the preparation of educational interpreters should be directed are organized around attitudes, knowledge, and skills. The following list should not be considered comprehensive, but does suggest a range of characteristics and abilities conducive to success as an educational interpreter.

Attitudes

- Appropriate interpersonal relationships, including those with teachers, students, supervisors, parents, fellow educational interpreters, and others with whom there is work-related contact.
- Sensitivity to student needs, including the student's needs for independence.
- Rapport with deaf people.
- Self-esteem as an educational interpreter and as a member of an educational team.
- Incorporation of values and ethics appropriate to interpreting for children and adults in both educational and community settings.

Knowledge

General background

- Proficiency in English, i.e., vocabulary, spelling, grammar, reading, writing, literature.
- Awareness of salient features of the humanities, the sciences, and the arts, common in the general studies components of undergraduate curricula, with particular attention to human development and language development.
- Understanding or aptitude for understanding content in major curriculum areas throughout the elementary and secondary levels.
- Awareness of current events and issues, trends and fads, public personalities, etc., likely to be discussed or cited by students in an interpreted situation.
- Awareness of vernacular expressions (English or sign) in vogue among students in the particular setting.

Specific to education and interpreting

- Within context of communication theory, knowledge of literature, including research, pertaining to interpreting.
- General knowledge of philosophies and foundations of education.
- Overview of philosophies and techniques in educating deaf children and youth, and special legislation, regulations, and practices affecting the education of deaf persons of all ages.
- Deafness and psychological, social, and cultural considerations.
- Knowledge of techniques for assessing communication competencies of deaf children and adults.
- Ethics, policies, and procedures relevant to roles and responsibilities of interpreters in elementary, secondary, and postsecondary educational settings.
- Techniques and materials for sign language instruction to hearing and deaf children and adults.
- Meanings and associated signs for special terminology likely to be encountered in interpreting duties in educational settings.

Skills

Primary

- Interpreting in Pidgin Signed English (PSE) and one or more forms of Manually Coded English (MCE).
- Interpreting in American Sign Language (ASL).

- Interpreting orally alone or in combination with PSE and MCE.

- Voice (reverse) interpreting (inclusive of ability to read various sign forms and to speechread)

- Interpreting for multiply handicapped deaf students, including those with visual impairments.

- Interpreting using Cued Speech (consideration as primary skill contingent on future growth and demand; otherwise seen as allied skill).

Allied

- Assessment of deaf student's skill in acquiring information in a mainstream classroom setting through one or more sign systems and/or speechreading.

- Tutoring deaf students who vary in their academic and communicative skills and aptitudes at various educational levels (independent of content area).

- Taking notes for deaf students in mainstream classes at various educational levels (independent of content area)

- Teaching sign language to students and staff of school.

APPENDIX F

Toward the Certification of Educational Interpreters Problems and Recommendations

Problems

The enrollment of postsecondary-level deaf students in regular college settings has increased greatly since the 1960s. There has been a similarly dramatic increase in the number of deaf children and adolescents enrolled in our nation's regular public schools since the enactment of PL 94-142 in 1975.

In many instances, the assimilation of deaf students in regular classes with hearing peers has been made possible by the presence of an interpreter in the classroom. Interpreting is an essential support service for many, probably most, "mainstreamed" deaf students. This has led the Commission on Education of the Deaf in its 1988 report to the President and to Congress to say:

> The need for interpreters to possess special skills for work in educational settings has increased tremendously over the past 20 years.[1]

Nevertheless, educational interpreting remains largely unrecognized as an area of specialization within interpreting for, and educating deaf persons. Of almost 60 interpreter training programs identified throughout the U.S. in 1986, only three concentrated on the preparation of interpreters for educational settings. None focused on elementary education. Almost all programs continue to concentrate on training interpreters to work with deaf adults in spite of reports that two-thirds of their graduates find initial employment interpreting in schools.

The Commission on Education of the Deaf has further stated:

> It is vitally important to students who are deaf that only interpreters possessing appropriate qualifications be employed in regular educational settings.[2]

The Task Force[3] concurs fully with the Commission that interpreters should be appropriately qualified to be employed in educational settings. The implications are twofold: first, opportunities and incentives should be increased substantially for the preservice and inservice training of educational interpreters[4], and second, increased expectations for educational interpreters should be accompanied by evaluation and certification criteria and procedures.

Recommendations

1. Establish a joint RID/CED ad hoc educational interpreter standards committee to:
   - develop model certification standards for educational interpreters
   - encourage adoption of these standards at the national and state levels
   - determine the feasibility of joint RID/CED certification based on these standards.
2. Use the report of the National Task Force on Educational Interpreting, and particularly its sections on preparation and certification, as the major guidance document for the Joint Committee.
3. Appoint a member of the National Task Force acceptable to both organizations as the joint committee's chairperson and facilitator.

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[1] Toward Equality: Education of the Deaf. A Report to the President and the Congress of the United States. Commission on Education of the Deaf. Washington, D.C.: U.S. Government Printing Office, February, 1988, (p. 105)

[2] Ibid., (p. 103)..

[3] The National Task Force on Educational Interpreting was formed in 1985 with the co-sponsorship of seven national organizations.

[4] The Commission has recommended that Congress "provide funding to develop training programs, design curricula, and award stipends and recruit and train potential and working educational interpreters" (p. 106)

APPENDIX G

Members of National Task Force on Educational Interpreting

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Washington, D.C.

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Washington, D.C.

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Florida Registry of Interpreters for the Deaf
Pinellas Park, FL

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Interpreter Training
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Knoxville, TN

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San Jose, CA

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National Technical Institute for the Deaf
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Robbinsdale, MN

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Interpreter Training
The College of Staten Island
Staten Island, NY

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Administrator, Program for Hearing Impaired
Whittier Elementary School
San Diego, CA

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Atlanta, GA

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U.S. Department of Education
Washington, DC

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National Technical Institute for the Deaf
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Gallaudet University
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Services for the Deaf
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Sue Rose
Faculty, Department of Special Education
University of Minnesota
Minneapolis, MN

Roslyn Rosen
Dean of Continuing Education
Gallaudet University
Washington, DC

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Education Program Specialist
U.S. Department of Education
Washington, DC

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New York Society for the Deaf
New York, NY

Dennis Russell
Arizona School for the Deaf and Blind
Tucson, AZ

Gary Sanderson
Director of Interpreting Services
California State University
Northridge, CA

Karen Scheibe
Interpreter Trainer
St. Paul Technical College
St. Paul, MN

Joanne Dobecki Shopbell
College of Southern Idaho
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Deafness and Disabled Student Services
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University of Tennessee
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Co-developer
Signing Exact English
Los Alamitos, CA

*Coordinators, National Task Force on Educational Interpreting